DOCUMENT RESUME

ED 047 851 RC 005 072

TITLE	A Total Immersion in the Hispano Culture, A Model Unit; Handbook for Simulated Experiences in Human Relations.
INSTITUTION	Adams County School District 12, Denver, Colo.
PUB DATE	[70]
NOTE	103p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	American Indians, *Cultural Awareness, Cultural Factors, Educational Programs, *Elementary Schools, Parents, Participation, *Social Relations, *Spanish Speaking, Students, Teachers, Teaching Guides, *Unit Plan
IDENTIFIERS	*Hispanos

ABSTRACT

Under the auspices of the Kettering Foundation, School District No. 12, Adams County, Colorado, designed a pilot program to enable students to become actively involved in realistic and meaningful experiences with at least 2 minority cultures: Hispano and, to a lesser extent, American Indian. The unit in this publication was developed to give a large group of elementary students an opportunity to learn about the vast rich Hispano culture through simulated experiences which are instrumental in nurturing knowledge, feelings, positive attitudes, and a greater awareness of the student, teacher, and parent in improved human relations. The unit is divided into 4 major parts: (1) The Roots of Hispano Culture, (2) The Emergence of the Hispano Culture, (3) The Hispano Culture in a Modern Urban Society, and (4) Culminating Activity. Included in this handbook are bibliographies for each phase of Hispano culture. The Appendix contains information on the Mexican flag, Navajo rugs, and planning procedures for new Spanish towns. A section dealing with Spanish-English vocabulary is also included. (EJ)

ED047851

RECEIVED
FEB 5 1971
NMSU
E.R.I.C.

Handbook for Simulated Experiences in Human Relations

A TOTAL IMMERSION in THE HISPANO CULTURE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RC005072

A Model Unit

[1970]

SCHOOL DISTRICT NO. 12 • ADAMS COUNTY

INTRODUCTION

As our planet grows smaller through technological advancement and population growth, it becomes increasingly urgent for all people to become more aware of their relationship to each other as individuals and as groups.

School District Number Twelve has recognized this need for expanded human relations commencing at the elementary school level. It has set up a pilot program under the auspices of the Kettering Foundation which will enable students to become actively involved in realistic and meaningful experiences with at least two minority cultures.

The Hispano culture was selected to inaugurate the human relations project because it represents a minority group immediately relevant to our locale. This proud culture is steeped with traditions and influences that have permeated the American Southwest since the early 1500's--at least one hundred years before the founding of Jamestown, the first English Colony, in 1607. Its heritage, with roots deep into the ancient past, has grown in North America for over four hundred years. Yet, the full significance of the impact of the Hispano is sorely neglected in the study of American history and in the everyday contacts of contemporary living.

This unit has been developed to give a large group of elementary students an opportunity to learn about the vast rich panorama of the Hispano culture. Simulated experiences will be instrumental in nurturing knowledge, feelings, positive attitudes and a greater awareness of the student, teacher, and parent in improved human relations. The key factor is a total immersion in the culture through simulated experiences.

The function of this guide is to provide a basis from which to embark on creative adventures for stimulating student involvement in all phases of the Hispano culture.

Although the unit is structured within a historical framework, its emphasis leans heavily on all possible cultural connotations. The study of Mexico is prescribed for Sixth Graders in School District Number Twelve; therefore, Mexico is an integral part of this human relations project. The developement of the American Southwest is parallaled whenever possible and the role of the Hispano in Colorado is accentuated to complete the cultural tapestry.

There are admittedly multitudinous ways of setting up stimulating and enjoyable learning experiences but most of them must include spontaneous happenings and imaginative pupil planning. Consequently, each phase of expanding the Hispano culture in this unit usually follows this pattern:

1. Objectives
2. Teaching and Learning Strategies
3. Motivational Inquiry
4. Concepts to Be Developed
5. Basic Cultural Concept
6. Suggested Experiences
7. Suggested Correlated Units and Activities
8. Suggested Visual Aids
9. Bibliography (at the end of each major division)

Since research is very time-consuming for the teacher, factual concepts and historical anecdotes have been incorporated as information resources. They are meant to serve as aids to the mentor in guiding the student in selecting information during research.

The learning climate of every classroom is unique. Its student population is basically individual. Therefore, the teaching and learning strategies used in such a venture cannot be uniform nor rigid. Each teacher must unhesitatingly enlist the children themselves as valuable creative resources in unfolding the total immersion process.

PREVIEW

Pre-unit Presentation #1: An experience in sensory motivational stimuli.

Objective: To induce inquisitiveness and the need for finding answers to self-imposed riddles within the students participating in the project on various aspects of the Hispano culture.

Strategy: Set up a multi-media motivational experience utilizing audio, visual and taste stimuli.

Example: Present a group of pictures (slides, opaque projections, transparencies, and movies) which depict thought-provoking facets of the culture.

A representative selection might include:

ancient maize
Mayan and Aztec temple ruins
cliff dwellings - pueblos
Aztec calendar
adobe
landscape of the Southwest
pottery
weaving
Kachina dolls
Image of Quetzalcoatl
shield of Montezuma
portraits of Cortes and Montezuma
Aztec ceremonial dancer
weapons of the Conquistadore
a plaza
a market place
a bulto or other folk art sample
grinding corn with a mano and metate
a fiesta
scenes with people showing facial expressions

An accompanying audio-tape should include snatches of Aztec, Spanish and Mexican music, Spanish conversation, Indian chants and other sounds of the culture. The narrative should arouse a curiousity for learning more about visual stimuli.

A short discussion should follow which would give the children an opportunity to formulate questions and problems posed by the stimuli. They should also attempt to suggest ways of finding answers to satisfy their inquisitiveness.

This motivational pre-unit session should conclude with a taste experience in Mexican food.

Pre-unit Presentation #2: An experience in developing human relations.

Objective: To generate within the students an awareness of factors involved in genuine human relations.

Strategy: Set up a role-playing situation using unusual hypothetical characters to encourage spontaneous actions and reactions among the players and audience.

Example: A group of people become marooned on an island only to find themselves surrounded by natives who each have one normal arm and hand and one purple arm with no hand. (Use a purple cloth sleeve to cover one hand of each native.)

Let the role-playing scene take its natural spontaneous course. Give the children a short-answer type quiz to evaluate their attitudes concerning the groups involved in the situation.

The students should discuss the attitudes and feelings that they experienced in the skit. Then, some type of framework might be established from the ideas of the children on presenting other role-playing scenes involving human relations. This would lay the groundwork for forthcoming simulated experiences within the unit.

TABLE OF CONTENTS

Introduction i
Preview iii

Part I: The Roots of Hispano Culture A-1

Section One: The Pre-Columbian Heritage A-1
A. The Legacy of the First Americans. A-1
B. The Legacy of Native Civilizations on the Eve of Discovery A-5
C. The Iberian Legacy A-11

Section Two: Contact and Conquest
A. Spain Dominates the Age of Exploration A-15
B. The Conflict of Culture A-21
Bibliography for Part I

Part II: The Emergence of the Hispano Culture B-1

Section I: Colonial Life In Spain B-1

Section II: A Search for Identity B-9
A. The Struggle for Independence In Mexico B-9
B. The Texas Rebellion B-11
C. The Mexican-American War B-13
D. Provincial Problems B-15
(Before and After the War)

Section III: Migration Northward B-18
A. Into the Southwest B-18
B. Into Colorado B-21
Bibliography for Part II

Part III: The Hispano Culture in a Modern Urban Society C-1

Section One: A Proud Heritage C-1

Section Two: Cultural Conflicts C-6

Section Three: Contemporary Problems C-9

Section Four: Contributions of the Hispanos C-13
Bibliography for Part III

Part IV: Culminating Activity D-1
A Total Immersion D-1

Part V: Appendix
Appendix A: The Mexican Flag
Appendix B: Vocabulary
Appendix C: Town Planning Procedure for the New Spanish Towns In the Americas
Appendix D: Navajo Rugs

PART I -- THE ROOTS OF HISPANIC CULTURE

Section One: The Pre-Columbian Heritage

A. THE LEGACY OF THE FIRST AMERICANS

Objectives: To learn that major civilizations existed in the regions of Mexico and in the American Southwest long before the discovery of the New World.

To discover that these civilizations emerged as a result of developing a sedentary agriculture.

To explore and appreciate the achievements and contributions of these Pre-Columbian native cultures.

Teaching/Learning Strategies: Introductory presentations made by teacher using opaque projections transparencies, and bulletin board displays. Student participation based on research and creative experiences.

Motivational Inquiry:

1. Who lived in the regions conquered by the Spanish Conquistadores?

2. Did the "Indians" originate in this region or did they migrate from another area?

3. How can we learn the truth about the early inhabitants of Mexico and the Southwest if these people did not record their own history in books?

4. What can we learn about these early Americans?

Concepts To Be Developed:

1. The people native to this area were erroneously dubbed "Indians" by Columbus and other explorers.

2. Man is not native to the Western Hemisphere. There is no evidence of such pre-historic beings as Java man or Peking man.

3. We can turn to many sources in our quest for information about the past:

   a. Archaeological and anthropological studies (See National Geographic.)

   b. Primitive and early art. (Drawings and paintings depict an event or a way of life.)

   c. Past and present historical writings. (Accepted historical facts can be changed with the emergence of new evidence.)

4. Archaeological evidence shows that:

a. Ancestors of the early inhabitants of the Western Hemisphere were descendants of modern man who emerged in the Old World.

b. The first Americans were nomadic hunters of a Mongoloid type who came to the Western Hemisphere from Asia probably 40,000 to 15,000 years ago.

c. They came during the last stage of the Pleistocene (Ice Age) era in search of food.

d. They probably traveled in small bands by way of eastern Siberia over a then-existing land bridge in the Bering Strait and on into Alaska.

e. These small bands of hunters gradually drifted southward, especially near the western coasts of North and South America.

f. Eventually they drifted into different regions of the Western Hemisphere to form their own tribes and in some cases to establish major civilizations.

g. The physical features of each group changed as the people adapted to their environment.

h. Each group developed its own culture.

i. About 7,000 B.C. the glaciers retreated and the climate grew hot and arid.

j. By 5,000 B.C. the land in our American Southwest and in Mexico changed: deserts appeared, cacti grew and herds of game gradually diminished and disappeared.

k. The natives were forced to adapt to this change by developing new methods of acquiring food.

l. They not only hunted when possible but learned to use seeds as a food source.

m. As soon as these early natives learned to cultivate the seeds, the beginning of true agriculture gradually developed.

n. The Indians of Mexico were the first to domesticate maize. Indians living in our Southwest learned this as a result of contact with the Indians of Mexico.

o. An established agriculture released the natives from time-consuming food foraging.

p. Agriculture was an established way of life in Middle America by 2,000 B.C.

1. Villagers cleared the land by the "slash and burn" method.

2. Crops were planted in the ashes with a simple wooden tool--"the digging stick".

3. When soil fertility was exhausted the land was allowed to return to brush and a new patch was cleared.

4. Early vegetables native to Meso-America are gourds, chile peppers, pumpkins, maize, squash, the avacado and cocoa. Maize rose to eminence as a sacred food.

Basic Cultural Concept: The development of an established agriculture enables people to pursue a settled communal life with leisure time available for exercising such creativity as making pottery, weaving, sculpture, inventing and learning.

Example: The emergence of an agrarian society in the New World stimulated the flowering of such major civilizations as the Mayas and Aztecs. They were sedentary agriculturalists who had permanent settlements and time to develop complex cultures.

Suggested Experiences:

1. Individual and small group projects on:

   a. The Earliest Traces of Man in the New World with student prepared transparencies dioramas and exhibits (projectile points, fossils, etc.)

   b. The Asanasi or Basket-Makers of the Southwest with demonstrations and samples of primitive basketry.

   c. Cliff Dwellings, as Mesa-Verde, with models or dioramas of the dwellings.

2. Group oriented creative experiences in:

   a. Crude pottery (pinch,coil or slab methods only)

   b. Simple weaving on hand looms

   c. Sculpture (primitive clay figuriness)

   d. Cave paintings (murals)

   e. Basket making

Suggested Visual Aids:

Transparencies:

1. Physical Features of Mongoloid Hunters
2. Migration Routes of the Nomadic Hunters
3. Planting Crops with a Digging Stick
4. Early Maize
5. Maps Locating Major Civilizations of Middle America and the American Southwest.

Opaque Projections:

1. Archaeological Sites, in the Western Hemisphere
2. Examples of Archaeological Findings and Reconstruction
3. Slash and Burn Method

Suggested Correlated Units and Activities:

Science: Develop a unit on Archaeology showing it as a scientific approach in unearthing and reconstructing the past.

Art: Begin a "school museum of art" in which samples of the children's work depiciting ancient artifacts and the various examples of Hispanic Folk art may be displayed.

Language Arts: Promote individualized reading on Archaeology and on the first Americans.

Role-play a trading situation in which pottery is exchanged for crops for the first time.

B. THE LEGACY OF NATIVE CIVILIZATIONS ON THE EVE OF DISCOVERY

Objectives: To learn about the way of life of the major civilizations that existed in Mexico and in the American Southwest before the coming of the Conquistadores.

To discover the worth and contributions of these civilizations.

Teaching/Learning Strategy: Student involvement including research, preparation of creative visual aids and simulated experiences and oral presentations. The teacher serves in the capacity of mentor and resource person.

To accomplish an effective but not time-consuming study of the Pre-Columbian civilizations, the class should be divided into "civilization teams" for research and project experiences.

Three possible plans for producing exciting and creative results are:

1. A two-pronged research project dealing only with the Mayas and Aztecs of Mexico.

2. A three-pronged approach which would also include the Pueblos of the Southwest.

3. A four-pronged plan which would encompass the Aztecs, Mayas and Pueblos as major civilizations and one minor group such as the Navajos or Apaches for more interesting contrasts.

Motivational Inquiry:

1. Which were the major civilizations that existed in Mexico and in the American Southwest before the discovery of the New World?

2. Were there any other groups of people living in these same regions who were to have contact with the Spanish but who were not so highly developed?

Concepts To Be Developed:

1. The Mayas and Aztecs of Mexico developed into highly sophisticated civilizations because they practiced sedentary agriculture, lived within cities and had a highly organized social structure.

2. The Pueblo Indians of the Southwest also practiced sedentary agriculture but were developed to a lesser degree.

3. Such tribes as the Apache and Navajo remained nomadic hunters but borrowed some of the agricultural practices of the Pueblos. Their cultures were not as complex as those of the Mayas, Aztecs or Pueblos.

Basic Cultural Concept: The dominant civilizations already established in Mexico and in the American Southwest provided a solid foundation for contact with the Spanish and the eventual emergence of the Hispano culture. These civilizations contributed much in the enrichment of colonial and contemporary Hispanic Culture.

Suggested Experiences: Each research-project team will cover one civilization utilizing both individual and small group effort in the researching and preparation of such creative visual aids as transparencies, murals, posters, costumes and props for dramatizations, models, dioramas, etc.

The report of each presentation should also be creative and may be worked out during Language class. Scripts for dramatizations, role-playing, puppet shows and fashion shows (circa 1,000 A.D. or 1492 A.D.) may be written up and audio taped. The imaginations of the children involved will provide an endless wealth of possibilities.

The class as a whole will participate in formulating a framework of topics to be explored and developed.

Some suggested topics and objectives to be developed are:

1. Environment: To visualize and understand the characteristics of the landscape through the interrelationship between the physical environment and man's use of it.

   Example: The Aztecs built the great city of Tenochtitlan on islands in Lake Texcoco. They used the natural setting of the lake for fortifications and built causeways to connect parts of the city.

2. Chronological History of the People: To develop an understanding of the past and an insight into the future; to recognize the process of change in a society; to learn that man adapts to his environment and that the environment is influenced by man.

   Example: The Old Empire of the Maya civilization was forced to change locations because of soil depletion.

3. Organization: To learn that every society needs some authority; that a political system is shaped by economic, social, geographic and philosophical forces.

   Example: Mayan cities were civic and religious centers with people living around the cities. The government was composed of city states--each sovereign in its own right but sharing culture with the other city-states.

Some other topics ripe for development would be:

Methods of Obtaining Food	Economics
Clothing	Handicrafts
Shelter	Contributions to Learning
Religion and Mythology	Recreation
Characteristics of the People	

The Class may unfold each culture in entirety or by simultaneous comparison within the topical framework.

Suggested experiences for development within project groups:

Language Arts: Script writing for plays, role-playing, puppet and marionette presentations, dramatic readings for pantomine and monologues.

Read and analyze the literature of the Mayas and Aztecs (in translation). Learn about their legends and myths. (Example: Quetzalcoatl and the Founding of Mexico).

Make charts, bulletin board displays and transparencies illustrating Mayan and Aztec writing.

Present any type of dramatization that suits the participants. Making an 8 mm movie or a sequence of slides would be fun.

Math: Develop a bulletin board showing the number systems of the Mayas and Aztecs. Math problems can be invented and worked out using the Maya system.

Set up an Aztec market place using hand made articles for barter. See who can "wheel and deal" the most.

Science: Build miniature Aztec floating gardens using popsickle sticks, earth or sod and seeds. Float the "chinampas" on water in a basin or aquarium tank.

Social Studies: Learn to grind corn using a mano and a metate. Make parallel time lines showing the development of the civilization. Make transpareneies to illustrate concepts and to present maps.

Music: Listen to tapes and recordings of the music or ancient Mexico. Try to develop dances to go with the music.

Make musical instruments of clay and gourds.

P.E. Try to play a soccer game according to the rules of ancient Mexico:

Maya Style - pok-a-tok

Aztec Style - tlachtli

Art: Make pottery without a potter's wheel. (The Spanish introduced the potter's wheel to the Indians.)

Create jewelry of clay and papier-mache. Spray-paint with gold and silver.

Copy authentic ceremonial masks in papier mache; spray-paint with silver or gold; embelish with aquarium stones.

Make mosaics using aquarium stones, beans and seeds and dyed sand;

Duplicate authentic sand paintings of the Indians of the Southwest using dyed sand glued to plywood.

Make costumes for dramatic presentations.

Carve figurines from soap, plaster, wood, and clay.

Paint a mural copying Aztec picture - writing.

Make plaster or resin models of the Aztec calendar using plastic molds (available at American Handicrafts and hobby shops).

Culiminating Activities: Evaluate the contributions of the ancient civilizations to the Hispano culture. Include:

1. Agricultural skills
    a. Cultivation of crops.
    b. Fertilization of soil.
    c. Irrigation
    d. Fibers
    e. Medicinal plants and herbs (folk medicine)

2. Arts and crafts.

    a. Weaving

    b. Pottery

    c. Architectural construction

    d. Ornamental jewelry

    e. Carving and woodworking

    f. Religious art

3. Organizational skills.

    a. Strong social institutions, as family

    b. Government

    c. Communal production

    d. Religious beliefs and attitudes

4. Intellectual pursuits.

    a. Education

    b. The sciences

Select and save significant projects and art works to be displayed at a "school museum collection" and at the fiesta scheduled at the culmination of this unit.

Suggested Visual Aids:

Transparencies

Maps Locating the Major Civilizations
Mayan and Aztec Writing
The Mayan Number System
Crops of Ancient Mexico
Homes of the Mayas, Aztecs & Pueblos
Clothing of Mayas, Aztecs & Pueblos

Filmstrips

Indian Cultures of the Americas

The Mayas and Aztecs (District #12 A-V Guide)
Indians of the Southwest (District #12 A-V Guide)

Opaque Projections: Present numerous pictures of reconstructed scenes about the Mayas, Aztecs and Pueblo Indians.

C. THE IBERIAN LEGACY

Objectives: To locate Spain on the Iberian Peninsula. To identify the geographic factors of Spain that are similar to those of Mexico and the American Southwest.

To learn of the historical evolution of Spain as a land devastated by invasions and occupations, strengthened by acculturation in the quest for unity.

To recognize the character and personality traits of the Spanish as products of their history.

Teaching/Learning Strategy: Presentation by guest speaker or the teacher. Use transparencies and attractive photos for opaque projections to illustrate concepts being discussed.

Motivational Inquiry:

1. Where is Spain located (in relationship to Europe and North America)?
2. How does the Land in Spain compare to the topography of Mexico and Southwestern United States?
3. How did Spain develop as a nation?
4. What was the country of Spain like in 1492? The people?
5. Why did Spain inaugurate exploration and expansion in the New World?

Concepts To Be Developed:

1. Spain occupies the eastern or Mediterranean side of the Iberian Peninsula in the Southwestern portion of Europe.
2. The land of Spain greatly resembles the topography of Mexico and the American Southwest: high mountains, bleak plateaus, moist and dry areas and a few harbors and navigable rivers.

   The mountainous topography of Spain divided its inhabitants into isolated groups.
3. Little is known about the earliest inhabitants of Spain but from 1,100 B.C. Spain was the victim of many invasions and occupations by different groups who contributed to the culture of Spain. (See suggested time line transparency, Figure 1 & 2)
4. In the middle ages Spain was a region of separately developed principalities or kingdoms.

5. The ideology of the Middle Ages and the Renaissance influenced the thinking and behavior of the Spanish. *

6. The "Spanish character" of 1492 was a result of history. The constant invasions precipitated a racial mixture with excellent qualities.

7. Christianity became a unifying force for the Spaniards.

8. Spain pressed onward in the field of exploration:

   a. To find a new trade route to the East.
   b. To find a way of surrounding possible invaders.
   c. To replenish the royal coffers which were depleted in the wars with the Moors.
   d. To gain esteem and national dignity in the eyes of the world.

Basic Cultural Concept: The past history of a nation will frequently determine its future.
In 1492 conditions in Spain were ripe for a program of overseas expansion. Spain was in need of achieving great accomplishments.

Suggested Experiences: The ideology of the Middle Ages and of the Renaissance can be pupil developed. A creative approach might be a role-played conversation between two historical characters: one who lived in Spain during the Middle Ages and one who lived during the Renaissance. Each character should vividly describe the age in which he lived.

Some suggested concepts to be covered are:

Middle Ages:

1. Divine right of kings
2. Feudalism
3. Chivalry
4. Christianity
5. Disunity of Spain
6. Military spirit

* NOTE: Renaissance:

1. Hunger for knowledge.
2. Spirit of inquiry.
3. Desire to expand trade.
4. Advancement of scientific inventions that encouraged exploration.
5. The need to search for a water route to the Indies.
6. Ideas of individualism, human freedom, progress and versatility.
7. Rise of nationalism.

To investigate the "Spanish Character", students may present character sketches of famous Spanish figures. Presentations may be in the form of interviews, monologues, eulogies, panel discussion, creative role-playing, etc. Characters may be drawn from history and literature.

Some Spanish character traits that resulted from historical impact are:

Honor	Self-commitment to religion and country
Pride	Loyalty to king and queen
Courage	Desire to achieve eminence
Frankness	Pride of manliness (machismo)
Spirit of adventure	Spirit of individualism

Suggested Visual Aids:

Transparencies

1. Early Inhabitants of Spain and their contributions.
2. Maps of Spain.
3. Map of Mexico and American Southwest.
4. Cross-sections of the topography of Spain, Mexico and American Southwest.

Film:

España: Tierra Y Puebla (Spain: The Land and People)
Dist. #12 A-V Guide pg. 2

Opaque Projections and/or Bulletin Board

1. Displays showing - Moorish influences in Spain (architecture, art, fashions, etc.)

2. Displays showing - Renaissance art which reflects the people dress, places and customs of that era in Spain.

Slides:

Compare scenes of the natural environment of Spain with those of Mexico and the American Southwest.

Observe the important works of art which reflect the 15th and 16th centuries in Spain. (Use Dist. #12 Art Slide Collection)

Suggested Correlated Units and Activities

Language Arts: Read and analyze or dramatize translations of Spanish literature as El Cid. Read biographies of famous Spaniards and report to the class. Begin the study of elementary Spanish using commercially prepared tapes and records.

Math: Make a year-round Spanish calendar showing the seasons, months and days in Spanish.

Art: Draw basic elements of Moorish architecture in Spain using Pencil or Charcoal. Make dioramas depicting the Spanish landscape. Create clay tiles reflecting Spanish design. Make a study of the clothing worn in Spain during the 15th and 16th centuries.

Section Two: Contact and Conquest

A. SPAIN DOMINATES THE AGE OF EXPLORATION

Objectives: To recognize the key factors that propelled Spain into a dominant role during the age of exploration and expansion.

To see how the Spanish character is revealed by the explorers themselves.

To associate the Spanish Conquistadores with the territories they explored and claimed.

Teaching/Learning Strategy: Student experiences using commercial and original audio visuals such as films, filmstrips, dramatizations, creative writings.

Motivational Inquiry:

1. What were the principal factors that urged Spain to become prominent as a world power?

2. Did the Conquistadores exemplify the "Spanish Character"? What were the characteristics of a Conquistador?

3. Who were the major Spanish conquerors and what were the regions they explored and claimed?

Concepts To Be Developed: (Each of the following is accompanied by one or more suggested student experiences.)

1. a. In 1492 political, cultural, and social conditions in Spain were ripe for proving to the world that Spain was indeed a united nation willing to assume a leading role.

   Experience: Role-playing a convening of the court of Ferdinand and Isabella with discussions on all pertinent motives and influences for Spanish emergence as a world power.

   b. The four voyages of Columbus inaugurated Spain's venture into the New World and laid the cornerstone for subsequent Spanish conquests and colonization.

   Experience: Student presentation of the film: The Story of Christopher Columbus. Student discussion leader should be clued in to motivate the class to observe the characters of Columbus, Queen Isabella, King Ferdinand and others and the ideas expressed in the film which reflect that period in history. After a student-led discussion the film may be re-shown to emphasize highlights.

2. The Conquistadores exemplified the traits of the "Spanish Character" (refer to previous segment in guide on the Spanish Legacy) but they were mainly adventurers of a military background who were not accustomed to earning a living by manual labor. They were enticed by gold, glory and a desire to spread the gospel.

   Experience: To illustrate the character typical of the Conquistadores and their men, role-play a Conquistador interviewing some men who wish to join his expedition to the New World. The custom was to gather at the Cathedral of Seville, Spain to arrange all contracts and the hiring of soldiers who usually waited around the cathedral. (Refer to: Keen, Benjamin, Americans All: The story of our Latin American Neighbors, New York, N. Y.: Dell Publishing Co. 1966, pp. 57-61.)

3. The voyages of Columbus were the only ones subsidized by the King and Queen of Spain. All subsequent expeditions by the Conquistadores were usually financed by the explorers themselves or by private enterprise. In addition to being good leaders, the Conquistadores had to be enterprising, self-confident and determined to succeed.

   Experience: Role-play two situations: One depicting Columbus organizing a subsidized expedition and another showing a Conquistador organizing his own from scratch (selling his personal property, raising money, etc.) Compare the problems, frustrations and plans of both.

4. All the lands explored by the Conquistadores in the regions of Mexico, its northern frontier (Southwestern U.S.) and the West Indies were incorporated into one territory called the Viceroyalty of New Spain.

   The boundaries of New Spain encompassed Southwestern United States, almost all of present day United States west of the Mississippi, the West Indies, Mexico and central America (excluding present day Panama).

   Some of the more prominent explorers who claimed these regions and their accomplishments include:

   IN MEXICO

   a. Juan De Grijalva - in 1518 was sent to Yucatan with the expedition of four ships by his uncle, Diego de Velasquez, governor of Cuba. Velasquez commissioned this expedition because Spanish raiders who attempted to invade Yucatan reported that they were driven off by defiant Maya Indians who wore gold ornaments. Grijalva and his men fought off the Mayas who were powerless with quilted cotton armor and weapons that proved useless against Spanish iron and steel. The Mayas fled leaving the Spaniards free to explore. Grijalva's expedition traveled along the coast of Mexico to the present site of Veracruz. He gathered information which convinced him that he was skirting the fringes of a vast empire.

b. Hernando Cortes - In October 1518 Cortes obtained a commission from Velasquez to locate and conquer the kingdom of the Aztecs. He accomplished the conquest and laid the foundation for the colonization of Mexico City and for subsequent exploratory expeditions into the northern frontier. He was named governor and Captain General of New Spain in 1523. He was responsible for sending exploratory expeditions into the Gulf of California (then called the Gulf of Cortes). In 1595 Cortes founded a colony in the peninsula of lower California at LaPaz.

c. Pedro De Alvarado - was but 24 years old when he sailed as a Captain with Cortes in 1519. He participated in the conquest of the Aztecs. He was named the first mayor of the re-built Mexico City.

IN SOUTHEASTERN UNITED STATES

a. Juan Ponce de Leon - in 1521 he explored Florida in search of the legendary Fountain of Youth and for good land to establish as a colony. He was killed in a battle with natives of that area.

b. Lucas Vasques de Ayllon - In 1526 he set sail with three ships and 500 colonists to establish a colony in the vicinity of present day North Carolina. De Ayllon died and the colonists returned home in 1528.

c. Panfilo de Narvaez - Landed near present day Tampa Bay, Florida on April 15, 1528 with 600 persons and 80 horses. The settlers fought Indians and then hoped to reach safety in the West Indies. The majority perished in a hurricane. A few survivors, who were ship wrecked off the coast of Texas, attempted to walk to Mexico City. Among them was Alvar Nunez Cabaza de Vaca. They arrived in Mexico City eight years later after having many unusual experiences with the Indians in the northern frontier. They wandered about for several thousand miles. The stories they told inspired other adventurers to explore the south-western area of the U.S.

d. Hernando de Soto - From 1539 to 1542 he explored the regions of present day Georgia, the Carolinas, Alabama, Mississippi, Arkansas and Louisiana. He is credited with discovering El Rio Del Espiritu Santo (the Mississippi River).

e. Luis De Moscoso - From 1542 to 1543 he continued de Soto's expedition after de Soto's death. He explored the areas now known as Louisiana and Texas.

f. Pedro Menendez de Aviles - Founded the town of St. Augustine, Florida on September 6, 1565 with 1,500 colonists.

IN SOUTHWESTERN UNITED STATES

a. Marcos de Niza - A Franciscan friar and a Negro named Estebanico were commissioned by the Viceroy of New Spain to find the Seven Cities of Cibola (reported to exist by Alvar Numez Cabeza de Vaca.) In March 1539 they set out northward. Estebanico went ahead and sent back word that he found the cities. When de Niza travelled on, he learned that the Negro had been killed by the Indians and the supposed seven Cities was only a Zuni pueblo. On his return to Mexico City, de Niza reported finding the Seven Cities of Cibola.

b. Francisco Vasquez de Coronado - in 1540 Coronado was commissioned to seize the Seven Cities of Cibola. With 200 horsemen, 70 infantrymen, and 900 Indian servants, he marched northward into the land of riches. The expedition passed through the present states of New Mexico, Arizona, Texas, Oklahoma and Kansas.

c. Jean Rodriquez Cabrillo - In 1542 he sailed along the coast of California and discovered many points, islands and bays along the coast.

d. Juan de Onate - In 1595 he received the right to colonize New Mexico. He explored the land between the Gulf of California and Kansas.

e. Sebastian Vizcaino - In 1602 he explored the California coast as far north as Oregon and mapped Monterey Bay as port of call for ships returning from the Philippines.

f. Pedro de Peralta - Founded Santa Fe, New Mexico in 1609.

g. Martin de Alarcon - He was the first European to explore and navigate the Colorado River.

h. Lopez de Cardena - Discovered the Grand Canyon of the Colorado River.

i. Father Junipero Serra - Founded nine missions in California.

Basic Cultural Concept: People are influenced by values, ideals, and inherited institutions as well as by their environment.

The Conquistadores were the products of their time and culture but they were also greatly influenced in their actions by their contact with another culture and environment.

Experiences: The Conquistadores were very colorful characters. Their adventures were charged with high emotions and stark determination. Their motives were basically glory, gold and God.

The brilliant array of Conquistadores can be presented in several ways:

1. Vignettes: Dramatizing an actual experience of an explorer such as, the search for the Seven Cities of Cibola by Estebanico and Marcos de Niza.

2. Creative Writing: Individual students write up factual accounts of the explorations of New Spain with accompanying illustrations and/or creative stories for Explorer Magazine (a class project).

3. Multi-Media Presentation: Make a tape recording describing the "Explorers" as narrators. Play the tape while showing slides of the environment and ecology of the area.

4. Dioramas: Depict various scenes of exploration.

5. Drawings: Draw pencil and charcoal portrait sketches of the explorers and place them on a time line.

6. Maps: Follow the routes of the explorers on prepared maps and transparencies. (Transparencies can be mounted on white or yellow construction paper and may be put up on a bulletin board for further study.)

7. Murals: Paint scenes of exploration on a large map of New Spain.

8. Interviews: Hold interviews with the explorers and their men.

9. Role-playing: Depict the feelings involved in exploration and conquest.

10. Games: Invent games which stimulate interest in historical knowledge.

Suggested Correlated Units and Activities:

Language - Create plays, skits, stories, magazine articles and tapes.

Science - Study the mechanics of Indian and Spanish weaponry.

Art- Study slides or prints of paintings which depict the conquests. Create pencil drawings for making transparencies.

Suggested Visual Aids:

Films: The Story of Christopher Columbus (Dist. #12 A-V Guide)
Geography of the Southwestern States (Dist. #12 A-V Guide)

Transparencies: The Voyages of Columbus, The Routes of Cortes, The Boundaries of New Spain

Filmstrips: Southwestern States Natural Environment (Dist. #12 A-V Guide)
Southwest States Geographic Background (Dist. #12 A-V Guide)

Slides: The Terrain of the American Southwest
The Terrain of Mexico

B. THE CONFLICT OF CULTURES

Objectives: To realize that a conflict of cultures existed at the point of contact between the Indians and the Spanish.

To discover how a few hundred Spaniards were able to conquer and subdue millions of Indians.

Teaching/Learning Strategy: Student developed presentations based on thorough research.

Motivational Inquiry:

1. How did the Spanish and Indians react to each other at the time of contact?

2. How did their cultures differ? How were they alike?

3. How was it possible for a few hundred Spaniards to conquer an empire encompassing millions of Indians?

4. Why did the Indians allow themselves to be conquered?

Concepts To Be Developed:

1. The Spanish explorers and the Indians of Mexico were people of very opposite ways of life.

2. The conquest of America was not just a battle for land and riches but was indeed a clash of races, economic attitudes and different ways of living.

3. The Spanish were able to fell the vast Aztec empire because their arrival in Mexico was (unwittingly) well-timed:

   a. The provincial tribes bordering Tenochtitlan were disgruntled by overburdening taxes imposed on them by the Aztecs. They were ready for rebellion and eagerly joined up with the Conquistadores.

   b. The Aztecs were superstitious as well as deeply religious. They believed in the return of the legendary god-man Quetzalcoatl who long ago disappeared across the eastern sea promising to return to the Aztecs in the year ce acatl (one reed). The Aztecs reguarded Cortes as possibly being Quetzalcoatl.

4. Cortes was a shrewd leader. His men were left no alternatives but to obey his orders and succeed in the conquest.

5. Although Cortes and Montezuma evolved a close friendship, the Aztecs themselves wished to rid their land of foreign intruders. They reacted in precipitating the war and eventual fall of Tenochtitlan.

6. The Spanish military strategy and the use of horses and weapons of iron and steel dismayed the Indians and facilitated the conquest.

Basic Cultural Concept: Conflict and cultural differences are necessary for growth.

Suggested Experiences: The conquest of Mexico was a very significant accomplishment. It can be used to examine every facet of the conflict between the two cultures. A dramatic presentation would be the best instrument to convey:

1. The personality traits of the Aztecs and Spaniards.

2. The motives for conquest.

3. The detailed elements of conflict.

Suggested Correlated Units and Activities:

Language Arts: Script writing for such dramatic presentations as The Conquest of Mexico. Oral readings from The Conquest of Mexico by Prescott. Creative writing, such as "We Were There" accounts. Character studies of Cortes as seen by his men and/or the Aztecs. Character studies of Montezuma as seen by his people and/or the Spanish.

Science: Make a study of the weapons and mechanical knowledge of the Aztecs, and the Spanish.

Social Studies: Map studies: Outline the empire of the Aztecs at the time of the conquest; trace the route of Cortes and his men during their campaign against the Aztecs.

Make transparencies showing the city plan of Tenochtitlan and of the architecture within the city.

Discuss the organization of Tenochtitlan as a city and how the people maintained it. Note that it was a very clean city.

Art: Design and construct authentic stage sets for dramatic presentations.

Create costumes, puppets, props, etc. Make models of the Aztec pyramids using sugar cubes, papier mache or plaster.

Music: Listen to recordings and sing songs that the Aztecs enjoyed around 1500 A.D. Discover some of the songs and guitar music of the Spanish soldiers.

Suggested Visual Aids:

Transparencies

City Plan of Tenochtitlan	Architecture of the Aztecs
Routes of Conquest	Weapons of the Aztecs and Spaniards

BIBLIOGRAPHY

PART I: THE ROOTS OF HISPANO CULTURE

ALEXANDER, ROBERT J. Today's Latin America. Garden City, New York Anchor Books, Doubleday and Company, Inc., 1962. $.95

APPEL, BENJAMIN. We were There with Cortez and Montezuma. New York: Grosset and Dunlop, 1959.

BAHTI, TOM. Southwest Indian Arts and Crafts. Flagstaff, Arizona: K. C. Publications, 1966. (pap)

BAHTI, TOM. Southwestern Indian Tribes. Flagstaff, Arizona: K. C. Publications, 1968. (pap $2.00)

BAITY, ELIZABETH C. Americans Before Columbus. New York: Viking, 1961.

BALLARD, LOWELL C. Spanish Adventure Trails. San Antonio, Texas: Naylor Company, 1960.

BANNON, JOHN FRANCIS (ED.). The Spanish Conquistadors, Men or Devils? New York: Holt, Rinehart and Winston, 1960. (pap)

BARTLETT, RUTH. The Miracle of the Talking Jungle. Princeton, New Jersey: Van Nostrand, 1965.

BECK, BARBARA. The First Book of the Ancient Maya. New York: Franklin Watts, Inc., 1965

BECK, BARBARA. The First Book of the Aztecs. New York: Franklin Watts, Inc., 1966. $2.65

BENSON, ELIZABETH P. The Maya World. New York: Thomas Y. Crowell Co., 1967.

BERGER, JOSEF AND LAWRENCE C. WROTH. Discovers of the New World. New York: American Heritage Publishing Company, Inc., 1960.

BERNAL, IGNACIO. Mexico Before Cortez: Art, History and Legend. Garden City, New York: Doubleday and Company, Inc., 1963.

BLACKER, IRWIN R. and GORDON ECKHOLM. Cortez and the Aztec Conquest. New York: American Heritage Publishing Company, Inc., 1965.

BLEEKER, SONIA. The Aztec Indians of Mexico. New York: William Morrow and Co., 1967

BLEEKER, SONIA. The Apache Indian. New York: William Morrow Co., 1951.

BLEEKER, SONIA. The Pueblo Indian. New York: William Morrow Co., 1955.

BOLTON, HERBERT E. Coronado, Knight of the Pueblos and Plains. Albuquerque: The University of New Mexico, 1949. (pap)

BUEHR, WALTER. The Spanish Conquistadores in North America. New York: G. P. Putnam and Sons, 1962.

COLBY, C. B. Cliff Dwellings, Ancient Ruins of America's Past. New York: Coward - McCann, Inc., 1965.

DE MADARIAGA, SALVADORE. Rise of the Spanish American Empire. New York: Macmillan, 1965.

DIAZ DEL CASTILLO, BERNAL. The Bernal Diaz Chronicles. Garden City, New York: Doubleday and Company, Inc., 1956.

DIAZ DEL CASTILLO, BERNAL. The Conquest of New Spain. Translated by J. M. Cohen. Baltimore: Penguin, 1963.

DINES, GLEN. Golden Cities Golden Ships New York: MacMillan, 1963

DOLCH, EDWARD W. and MARGUERITE P. Stories from Spain. Champaign, Illinois: Gerrard Publishing Company, 1960.

DRIVER, HAROLD E. The Americas on the Eve of Discovery. Englewood Cliffs, New Jersey: Prentice Hall, 1964.

ELTING, MARY and FRANKLIN FOLSOM. Archeology in the Americas. Irvington - on- Hudson, New York, 1960.

FOSTER, GENVIEVE. The World of Columbus and Sons. New York: Scribner's, 1965.

FRIEDMAN, ESTELLE. Digging Into Yesterday. New York: G.P. Putnam's Sons, 1958.

GLUBOCK, SHIRLEY. Art and Archaeology. New York: Harper and Row, Publishers, 1966.

HALLER, ADOLF. He Served Two Masters, The Story of the Conquest of Mexico. New York: Pantheon, 1962.

HARING, C. H. The Spanish Empire in America. New York: Harbinger Books, Harcourt Brace and World, Inc. 1963 (pap $2.95)

HERRING, H. E. A History of Latin America from Beginning to Present. New York: Alfred A. Knopp, 1961. Revised, 1967.

HORGAN, PAUL. Conquistadores in North American History. New York: Farrar, Straws and Company, 1963.

HORGAN, PAUL. Great River - The Rio Grande in North American History. One Volume edition. New York: Holt, Rinehart and Winston, 1960.

HORIZON CARAVEL BOOKS. Cortez and the Aztec Conquest. New York: American Heritage Publishing Co., Harper and Row, 1965.

JAGENDORF, N.A. Kwi-na the Eagle and other Indian Tales. New Jersey: Silver Burdett Company, 1967.

JOHNSON, WILLIAM. Captain Cortes Conquers Mexico. Eau Claire, Wisconsin, E. M. Hale and Co., 1960.

JOSEPHY, ALVIN M. The Indian Heritage of America. New York: Alfred A. Knapf, 1968.

JOYCE, WILLIAM ET AL. Exploring Regions of Latin America and Canada. Chicago, Illinois: Follett Publishing Co., 1968.

JUDSON, CLARA INGRAM. Admiral Christopher Columbus. Chicago, Illinois: Follett Publishing Co., 1965.

KEATING, BERN. Life and Death of the Aztec Nation. New York: G. P. Putnam's Sons, 1964.

KEEN, BENJAMIN. Americans All: The Story of Our Latin American Neighbors. New York: Dell Publishing Co., 1966. (pap $.50)

KENNARD, EDWARD. Hopi Kachinas. New York: J. J. Augustin, 1938.

KINGSBURY, ROBERT C. and RONALD M. SCHNEIDER. An Atlas of Latin American Affairs. New York: Frederick A. Fraeger Publishers, 1965. (pap $1.75).

KIRTLAND G. B. One Day in Aztec Mexico. Harcourt, 1963.

KLUCKHORN, CLYDE and DORTHY LEIGHTON. The Navajo. Cambridge, Massachusetts: Harvard University Press, 1946.

KNOOP, FAITH L. Francisco Coronado. Champaign, Illinois: Garrard, 1967.

KUBIE, NORA B. The First Book of Archaeology. New York: Watts, 1957.

LA FARGE, OLIVER. The American Indian. New York: Golden Press, 1965.

LAMBERT, MARJORIE. Pueblo Indian Pottery. Santa Fe: Museum of New Mexico Press, 1966.

LEAVITT, DR. JEROME E. America and Its Indians. Chicago, Illinois: Children's Press, 1963

LEON-PORTILLA, MIGUEL. Broken Spears: Aztec Account of the Spanish Conquest. Boston: Beacon Press, 1966.

LEONARD, JONATHAN and the EDITORS OF TIME-LIFE BOOKS. Ancient America, Great Ages of Man Series. New York: Time Incorporated, 1967.

LEWIS, OSCAR. Tepoztlan - A Village in Mexico. New York: Holt, Rinehart and Winton, 1960, 1967. (pap)

LUKASIK, CHRISTINE. Indians of Latin America - An Individulized Non-textbook Approach in Social Studies. Denver, Colorado: N D E A Institute in History of Latin America, 1968.

LUMMIS, CHARLES F. The Spanish Pioneers. Chicago: Rio Grande Press, Inc., 1963.

MCCALL, EDITH. Explorers in a New World. Chicago, Illinois: Children's Press, 1960.

MC GANN, THOMAS F. "The Ordeal of Cabeza de Vaca," American Heritage. December, 1960 pp 32-37 and 79-82.

MC KENDRICK, MELVEENA. Ferdinand and Isabella. New York: Horizon Caravel Books, American Heritage Publishing Co., 1968.

MANTEL, S. G. The Youngest Conquistador. New York: McKay, 1963.

MONTGOMERY ELIZABETH RIDER. Hernando De Soto. Champaign, Illinois: Garrard, 1964.

MORISON, SAMUEL E. Admiral of the Ocean Sea. Boston: Atlantic Monthly Press, Little, Brown, and Co., 1952.

MORLEY, SYLVANUS G. The Ancient Maya. Stanford, Connecticut: Stanford University Press, Third Ed., 1963.

MOYERS, WILLIAM. Famous Indian Tribes. New York: Random House, 1954

NAVA, JULIAN. Mexican Americans Past, Present and Future. New York: American Book Co., 1969.

NATIONAL GEOGRAPHIC. Indians of the Americans. Washington, D.C.: Story of Man Library, National Geographic Society, 1955.

NEWCOMB, FRANC. Navajo Folk Tales. Santa Fe., New Mexico: Museum of Navajo Ceremonial Art, 1967.

NICHOLSON, IRENE. Mexican and Central American Mythology. London, England. Paul Hamlyn Limited, 1967.

NORMAN, JAMES. The Forgotten Empire. New York: G. P. Putnam's Sons, 1963.

O'DELL, SCOTT. The King's Fifth. Boston: Houghton Mifflin, 1966.

PETERSON, FREDERICK. Ancient Mexico: An Introduction to the Pre-Hispano Cultures. New York: Capricorn Books, 1962.

PETERSON, HAROLD F. Latin America: Culture Regions of the World. New York: The Macmillan Co., 1966. (pap)

PICON-S LAS, MARIANO. A Cultural History of Spanish America From Conquest to Independence. Berkeley, California: University of California Press, 1966. (pap $1.95)

PRESCOTT, WILLIAM H. The Conquest of Mexico. New York: Bantom Books, 1967. (pap $1.65)

ROEDIGER, VIRGINIA. Ceremonial Costumes of the Pueblo Indians. Berkeley: University of California, 1941.

ROSS, BETTY. Mexico: Land of the Eagle and Serpent. New York: Roy Publishers, Inc., 1965.

SCHEELE, WILLIAM E. The Earliest Americans. New York: World, 1963.

STIRLING, MATTHEW W. Indians of the Americas. Washington, D. C. : The National Geographic Society, 1963.

SYME, RONALD. Cortez of Mexico. New York: Morrow, 1951.

SYME, RONALD, First Man to Cross America. New York: Morrow, 1951.

VAILLANT, GEORGE C. Aztecs of Mexico. New York: Penguin Books, Doubleday, Inc., 1966. (pap)

VILLASENEOR, DAVID. Tapestries in Sand. Healdsburg, California: Naturgraphy Co., 1963.

VON HAGEN, VICTOR W. The Aztec: Man and Tribe. New York: Mentor Books, 1961. (pap $ .75)

VON HAGEN, VICTOR. The Sun Kingdomes of the Aztecs. Cleveland: World Publishing Co., 1958.

VON HAGEN, VICTOR. World of the Mayas. New York: Mentor: Ancient Civilizations, The New American Library, 1960. (pap $ .95)

WATERS, FRANK and OSWALD WHITE BEAR. The Book of the Hopi. New York: Viking Press, 1963.

WHITE, ANNE TERRY. All About Archaeology. New York: Random House, 1959.

WILGUS, A. CURTIS and RAULD' ECA. Latin American History. New York: Barnes and Noble Inc. College Outline Series, 1967. (pap $ 2.75)

WOLF, ERIC. Sons of the Shaking Earth - The People of Mexico and Guatemala- Their Land, History and Culture. Chicago, Illinois: Phoenix Books, University of Chicago Press, 1966. (pap $1.85).

PART II - THE EMERGENCE OF THE HISPANO CULTURE

SECTION ONE: COLONIAL LIFE IN NEW SPAIN

Objectives: To learn the reasons for Spanish colonization in the New World. To discover how the Spanish established their colonies.

To learn about the relationship between the Spanish and the Indians during colonization.

To understand the Spanish colonial way of life.

To discover and appreciate the contributions of both Spaniards and Indians in the emergence of the Hispano culture.

Teaching/Learning Strategy: Teacher or guest speaker presentation to introduce main concepts. Student participation using films, filmstrips and creative experiences. (The amount of material to be learned should be left to the discretion of the teacher.)

Motivational Inquiry:

1. Why was Spain able to conduct such large-scale colonization of the New World?
2. How did the Spanish establish their colonies?
3. What was the relationship between the Spaniards and the Indians during the colonial period?
4. What were the characteristics of the Spanish colonial way of life?
5. What were the main contributions of both the Spaniards and Indians in the emergence of the Hispano culture?

Concepts To Be Developed:

1. For centuries Spain had been assailed by invaders and now she had an opportunity to establish a colonial empire of her own without the restrictions of other European cultures.
2. Adventure on the part of individuals rather than the government motivated many to come to the New World.
3. The desire for wealth motivated many of the Spanish upper class, especially younger sons who were not eligible for family inheritance (rules of promogeniture).
4. The European desire for a more abundant supply of goods available from the colonies led many to the New World.
5. The zeal to spread religious propaganda and the European mode of civilized living was undertaken by the missionaries who came to teach the Indians.

6. There was some discontent among Spaniards with life in the Mother country--political and social.

7. The Spanish were imbued with a fierce loyalty to crown and church. This accounts for the ease with which the Spanish crown was able to control such a vast empire for three centuries.

8. Since the king was "absolute ruler" over the colonies, he demanded and received one-fifth of profits in revenues. (Called the "King's Fifth")

9. The Spanish Conquistadores first obtained Permission from the crown to carve out new colonies which they promised to settle and fortify. They were granted the title of "governor" for life and held certain rights concerning lands, Indians and government.

10. This gave rise to large estates and mine holdings based on the exploitation of human labor.

11. As the number of settlements increased the system of controlling them changed. The king was still absolute ruler but he appointed Spanish officials to carry out colonial laws which were made in Spain.

12. All cities and villages were patterned after those in Spain. They were built according to rules and regulations set down by the Spanish crown. Even the dimensions of the village plaza were explicitly described.

13. The Spanish wished to impose their European culture upon the Indians with the hope of converting them to the Spanish way of life.

14. The Spanish crown intended to protect the Indians and preserve the good traditions that did not conflict with Christianity but the conquerors in the colonies were more interested in themselves. They wanted to control their holdings on a feudal basis.

15. Since the Conquistadores were not of the working class, they reasoned that they must use the Indians as a cheap labor force. This led to virtual slavery and forced labor.

16. The religious orders (missionaries) sent by the Church opposed the forced labor and slavery imposed upon the Indians. They used every means to protect the Indians and educated them in language, religion and skilled arts and crafts.

17. The cultural gap between the Spaniards and the Indians was great. The Indian was basically a communal person who wished to live unmolested. The colonial Spaniard was individual and worldly. The Indian became broken in spirit and passive. The Spaniard became dominant.

18. The colonial settlements were usually based on plantations or mining sites. Great emphasis was placed on the search for precious metals.

19. Within a short time four social classes became evident:

    1. Peninsulares or Gachupines - Spaniards born in Spain. They were granted special privileges by the crown on political, economic, administrative and religious levels.

    2. Criollos or Creoles - Those colonists born in Mexico of Spanish parents. They were also an educated class but were permitted positions of lesser esteem. They resented the Peninsulares' control over colonial affairs. They had the right to possess land, property and slaves.

    3. Mestizos - Those born of Spanish and Indian parentage. They were not accepted as equals by either the Peninsulares or the Creoles. They were usually poor but desired land for farming. They were barred from political posts and certain professions.

    4. Indians - Were the lowest on the social scale. They were forced to work in the mines, on farms and in any type of manual labor.

20. The Spanish colonial way of life was family-oriented with the father as absolute head of the house. The mother was responsible for the smooth management of the household and for the education of the youngsters. In the upper classes sons received their education from private tutors, attended private schools and were later sent abroad to study.

21. The Catholic Church played a vital role in the colonial household. Religion and such values as parental respect were stressed. Religious celebrations were often the focal point for social festivities.

22. Intellectual pursuits were not neglected. The first printing press appeared in Mexico in 1532 and the University of Mexico was established by 1539.

23. Life on a colonial estancia was very complete. Each estancia was in essence self-sustaining.

24. The life of the town evolved around the plaza--the main gathering place for commerce, politics, religion and society.

25. As the contact between the Spanish and Indians developed, a greater interchange of ideas and skills took place. Many Spaniards of high rank married native noblewomen and the common Spaniards married native women of lesser rank. Thus, the mingling of the races and cultures evolved.

26. Spanish settlements of the American Southwest preceded the English and French by more than a hundred years.

27. The Spanish colonization of the American Southwest occured as a result of the search for precious metals; although many mining expeditions were unsuccessful, settlements based on agriculture resulted.

28. Missionaries frequently preceded the settlers to establish missions and educate the Indians. Settlements gathered around missions and a cultural interchange between Indian and Spaniard developed.

29. The early Spanish settlements of the Southwest were provincial in nature. The people adhered to folk traditions. The distance between the areas surrounding Santa Fe and Mexico City was immense, hence the provincial settlers were not greatly influenced by the urban ways of Mexico City.

30. These settlers became very intradependent upon one another, thus building up strong family ties. The "extended family" (taking in or assisting needy relatives) became an essential element of life.

31. Two important Spanish pioneers involved in settling New Mexico were Juan de Onate and Diego de Vargas.

32. During the 18th century, pioneers from the East began to discover the Spanish settlements. The famous Santa Fe Trail was established because the Hispano settlers were eager for manufactured goods. (Pack trains bearing goods from Mexico City came only once every three years.)

33. Many of the New Mexician settlements were very isolated and became wholly integrated and self-sufficient with the Indian population.

34. For 300 years the Spanish colonies flourished. The European way of life mingled with native Indian influences. The Hispano culture emerged with the interchange and assimilation of ideas, labor, living trends and arts.

Basic Cultural Concept: The transplanting of a culture from one region to another inevitably involves an interchange with the culture of the conquered area. Although the Spanish tried to impose their European ways upon the Indians, the end result was the Hispano culture--a blend of both Spanish and Indian ways.

Suggested Experiences and Audio-Visual Aids:

1. Student presentations of the following films and filmstrips to develop the preceding concepts:
   a. Spain in the New World (film) Dist. #12 A-V Guide
   b. Colonial Art of the 16th Century (filmstrip) Budek Filmstrips, Westlake
   c. Colonial Art of the 16th and 17th Centuries (filmstrip) Budek, Westlake

d. Santa Fe and the Trail (film) Dist #12 A-V Guide
e. People and Their History Series (filmstrips)
   The Southwestern States Hillcrest
   Santa Fe Trail Eastlake
f. Arts and Crafts of Mexico - Part I and II (Film) Dist. #12 A-V Guide
g. Portrait of Mexico (Film) available at Denver Public Library
h. Hopi Indian (Film) Dist #12 A-V Guide
i. American Indians as seen by D. H. Lawrence (Film) Dist. #12 A-V Guide

2. Build a scale model of a plaza and typical village or draw up plans for them. Report on the requirements specified by Spanish law.

3. Design an estancia. Draw a floorplan for a hacienda. Present slides or opaque projectionsof the fine craftsmanship involved in the wood-working.

4. Make a model of a typical mission. Report on the various functions of a mission.

5. Describe the construction of an adobe home.

6. Dramatize or role-play such scenes as:

   a. A missionary trying to convince government officials to improve the lot of the Indians.
   b. An Indian lady giving a cooking lesson to a Spanish lady.
   c. A family planning to move from Mexico City to Santa Fe.
   d. A pack train coming into Santa Fe from Mexico City (once every 3 years).
   e. The opening of the Santa Fe Trail.

7. Demonstrate to the class:

Indian sandpainting	Indian pottery making
Indian weaving	Spanish-influenced pottery making

8. Hold interviews with Spanish pioneers, missionaries, and Indians.

9. Hold a family reunion between members of a colonial family of Mexico City and of the American Southwest.

10. Role-play real-life situations of the colonists.

11. Evaluate the contributions of the Indians and the Spanish to the Hispano culture.

The contributions of the Spanish through the colonial period include:

1. The Spanish language.

2. The Catholic religion.

3. Education (reading, writing and other subjects).

4. Herds of sheep and cattle and the knowledge of ranching.

5. The use of beef and lamb as a source for food.

6. The uses of wool and hides.

7. Economics: a money system.

8. Beasts of burden (horses, burros, etc.)

9. Tools such as the wheel and the use of metals as iron and steel.

10. A mining tradition.

11. A system of ranching: The <u>vaquero</u> is the forerunner of the American cowboy.

    Of Spanish origin are:

    a. Spanish horned saddle
    b. Bridle
    c. Bit
    d. Spurs
    e. Lasso
    f. Cinch
    g. Halter
    i. Chapejeros or "chaps"
    j. Tapaderas or "Taps"
    k. Barboquejo or chin strap for the sombrero
    l. Morral - feed bag for the horse
    m. Bosal - rope halter
    n. Branding and the use of brands
    o. Powerful cattlemen's associations based on the Spanish <u>Alcades de la Mesta</u>

12. European techniques in weaving and the use of silk and wool.

13. The potter's wheel and the art of glass making.

14. Laws of the government.

15. Methods of irrigation.

16. Architecture (adobe brick, patio, carved wooden beams, etc.).

17. Countless Spanish place names.

18. Spanish customs and traditions.

Contributions of the Indians:

1. Sedentary agriculture with developed native crops as maize, chile peppers, chocolate, etc.

2. Indian language - was used in governmental, scholarly and religious works by the Spanish and many words such as coyote, elote, chile, chocolate, ocelot and hundreds of others became part of the Spanish language.

3. Many Indian customs became intertwined with the religious and social festivities.

4. Folk medicine and customs of the Indians combined with those of the Spanish.

5. All the hand labor of the colonies was performed by the Indians. Hence, churches, aqueducts and palaces of the colonial period are the result of Indian craftsmanship.

6. Many of the handicrafts and artistic achievements were done by Indians: pottery, weaving, silverwork, wood carving, paintings, mosaics, religious and secular art and architectural constructions.

7. Methods of land fertilization and irrigation.

8. Many mining innovations.

9. Preparation of native foods: chile, tortillas, etc.

Suggested Correlated Units and Activities:

Math - Learn to draw scale models of plazas, haciendas, villages, etc. Make up problems that involve ordering supplies that would last a family for 3 years.

Learn to count in Spanish.

Language - Write plays and skits about pertinent events and situations. Discover the folk literature (in translation) of the American Southwest.

Continue to learn elementary Spanish. Compile a dictionary of words and phrases learned.

Set up a bulletin board display showing pictures of Spanish and Indian named objects common to the Hispano heritage.

Art - Make a study of Spanish and Indian arts and crafts of the colonial period using slides and filmstrips.

Learn the stories about the Santos, bultos and kachina dolls. Try to carve some of soft wood.

Discover how elements of Spanish and Indian art combined in the churches of the southwest.

Experiment with metal and leather crafting.

Make pottery.

Weave rugs, purses, placemats and Ojos de Dios (eye of God) designs.

Sew ponchos.

Make paper sombreros.

Create pinatas of papier mache and tissue paper.

Home Economics - Learn to prepare some Mexican dishes (demonstrations by students of invited guests).

Science - Study the mining techniques of the colonists.

Music - Learn the folk songs and dances of Mexico and the American Southwest. Listen to the varieties and types of music. Learn to distinguish each type (mariachi, flamenco, classical guitar, folk songs and dances, etc.)

Social Studies - Make a time line showing the span of Spanish colonization over its 300 years. Compare it to one made of the colonial period of the original thirteen colonies spanning only about 150 years.

Make a comparative study of an English colony and a Spanish colony of the 17th century.

Section Two: A Search for Identity

A. THE STRUGGLE FOR INDEPENDENCE IN MEXICO

Objectives: To learn why Mexico sought independence from Spain. To see how the independence of Mexico affected the people in Mexico and the entire southwest.

Teaching/Learning Strategy: Introduction by teacher and student presentations.

Motivational Inquiry:

1. Why did the people of Mexico seek independence from Spain?
2. What were some of the external influences that precipitated the desire for independence?
3. How was independence won?
4. How did independence affect the people of Mexico and of the American Southwest?

Concepts To Be Developed:

1. The strict control exerted by Spain over the colonists was very demanding.
2. The laws, taxes and rules of trade imposed by authorities in Spain for 300 years were unjust.
3. There was much discontent among the people because of the caste system in the social structure. Opportunities for governmental positions, professional work and land ownership were limited.
4. An unequal and inadequate system of education granted literacy to a select group but perpetuated illiteracy among the majority.
5. The expected loyalty to the crown made it virtually impossible to voice criticisms against the Spanish censorship.
6. Knowledge of events and trends of thinking in the outside world were almost unknown because of Spanish censorship.
7. Since many of the Creoles had studied abroad in the United States, they accepted the ideas and opinions of great leaders elsewhere.
8. The Creoles spread their ideas when they returned to Mexico and frequently used the debate as a tool for colonial self-analysis.
9. The colonists were inspired by the success of the American and French revolutions.
10. Spain was tied up with European problems--Spain was being attacked by Napoleon. Spain was in confusion. This was an advantageous time for the Creoles to fight for independence.

11. Father Miguel Hidalgo, Father Jose Maria Morelos and General Augustin Inturbide were heroes in the fight for independence.

12. In the century following the independence of Mexico, the way of life became a struggle between the "haves" and the "have nots".

13. All the promises of equality were not brought about at the end of the war.

14. The Hispanos of the American Southwest were not actively involved in the war for independence. The immense distances of the borderlands that separated them from the hub of life in Mexico kept them in isolation and at the mercy of the Apaches and other nomadic tribes.

Suggested Experiences: Role-play a group of Creole students discussing colonial problems. Have a debate with one team arguing for independence and the other for continued Spanish rule.

Present a skit showing the courage of such heroes as Father Hidalgo. Who called his people to action on September 16th, 1810. The people rallied to his call and the Mexican Revolution began.

Today, September 16th is celebrated as Mexican Independence Day throughout Mexico and within the Hispano group in the U.S. It is a significant source of identity.

Write letters to "relatives" in the provinces describing the struggle for independence in Mexico. Have other students create answers to the letters telling about life in the frontier settlements.

Suggested Visual Aids:

Transparencies:

Maps: Battles for Independence

Opaque Projections:

Show portraits and pictures of people and scenes involved in the struggle for independence.

Correlated Units and Activities:

Language Arts - Continue creative letter writing describing events in Mexico. Continue to study the Spanish language.

Art - Paint murals or flip charts showing the sequence of events in Mexico during the struggle for independence.

Make a reproduction of the flag of Mexico. Learn its significance.

Music - Learn patriotic songs of Mexico, such as Adelita.

B. THE TEXAS REBELLION

Objectives: To learn why Mexico invited Anglo-Americans to settle in Texas. To understand why the Anglos in Texas rebelled against the Mexican government.

Teaching/Learning Strategy: Student research presentations in the form of panel discussions, skits and plays.

Motivational Inquiry:

1. Why did the Mexican government allow Anglos to settle in the borderlands and Texas?

2. What was expected of these settlers?

3. What caused the settlers to rebel?

4. What was the result of the rebellion?

Concepts To Be Developed:

1. The Mexican government allowed Americans to settle in Texas because it did not have the military strength to prevent American expansion into Mexican territory. In order to save face, Mexico thought she could protect her integrity through integration.

2. Mexico made land grants to Americans on condition that they become Mexican citizens and accept the Catholic religion.

3. The new Texans rebelled because they refused to set their slaves free or to obey Mexican land title and tariff regulations. They were also restricted to some extent in their rights, as, the right to bear arms.

Basic Cultural Concept: Social change can be brought about by examining, altering and taking positive action on social problems.

Suggested Experiences: Role-play an American family that has received a land grant in Texas. Show how the Anglos and the Hispanos depended on each other for survival. Show the cultural interchange by making friends with another person of either Anglo or Hispano background.

Re-create a discussion between an American and a Hispano about the rights of each other in Texas.

Re-create the historical characters involved in the settling and rebellion of Texas as Stephen Austin, Sam Houston, Erastus Smith, Benjamin Milan, William Travis, Jim Bowie, Davie Crocket.

Dramatize or write news stories on the battle of the Alamo from the viewpoints of both the American and the Mexican governments.

Suggested Visual Aids:

Transparencies:

Anglo Settlements in Texas.

Main Battles in the Rebellion.

Opaque Projections:

Portraits of land grant recipients, pictures of first Anglo Settlement.

Portraits of main personalities involved in the rebellion.

Scenes of the Texas Rebellion (See bibliography.)

Correlated Units and Activities:

Language Arts - Read biographies and write character sketches of people involved in this period of history.

Continue to learn the Spanish language through developing useful vocabulary and elementary conversation.

Music - Learn songs of early Texas.

Art - Make a mural of the Alamo.

C. THE MEXICAN-AMERICAN WAR

Objectives: To learn what caused the Mexican-American War.
To learn the extent of the outcome of the war.

Teaching/Learning Strategy: Teacher introduction, student reporting using opaque projections from books, role-playing and creative transparencies.

Motivational Inquiry:

1. Why did a state of war exist between the U.S. and Mexico in 1846?

2. Where was the war fought and who was actively involved?

3. How was the war resolved?

Concepts To Be Developed:

1. After Texas declared its independence and became annexed to the United States, a dispute arose over its boundaries. American citizens living in Mexico were owed money for claims made against the Mexican government. These were unpaid.

2. The war was mainly fought by American troops led in a four-pronged attack led by Generals Taylor, Wool, Kearney and Scott and by Mexican soldiers led by Santa Anna.

3. The war was confined to Mexico and its northern frontier. The Hispano settlers of Southwestern United States were not actively involved.

4. Mexico lost the war despite a valiant resistance. The country was divided by internal political strife, financial difficulties and a poorly equipped army.

5. The Rio Grande River became the established boundary between the U.S. and Mexico.

6. The Treaty of Guadalupe - Hidalgo (1848) ended the war ceding Texas, New Mexico and Alta-California to the U. S. in exchange for payment of 15 million dollars by the U. S. The U. S. also agreed to pay any claims made against Mexico by U. S. citizens up to a total of $3,250,000.

7. As a result of the war, Mexico lost more than half of its national territory.

Basic Cultural Concept: Wars and unrest cause and promote a search for national identity.

Suggested Experiences: Follow the events of the war through the "eye witness" reports of class war correspondents.

Interview the people of Texas and of Mexico to get their opinions about the conflict. Interview military and political leaders of both sides.

Role-play the story of the "Los Ninos" Heroes.

Dramatize the signing of the Treaty of Guadalupe-Hidalgo.

Suggested Visual Aids:

Transparencies

Comparison of Mexico's Territory Before and After the War.

The New Area and Boundaries of the United States as a Result of the War.

The Principal Expeditions and Their Routes and the Battles Involved in the War.

Opaque Projections

People and scenes of the war.

Correlated Units and Activities:

Language Arts - Creative letter writing and newspaper reports describing events in the war.

Read biographies of the main personalities involved in both sides of the war.

Continue to learn the Spanish language.

Art - Make a mural depicting an important episode in the war.

Make sketches of the uniforms and weapons of the period.

D. PROVINCIAL PROBLEMS (BEFORE AND AFTER THE WAR.)

Objectives: To learn how the Hispano settlers of the region of the American Southwest had remained untouched and secure in their culture for 300 years.

To learn how this provincial area became part of the United States.

To learn of the problems created by annexation to the U. S.

Teaching/Learning Strategies: Teacher introduction and pupil participation through role-playing, creative writing and reporting.

Concepts To Be Developed:

1. The Hispano settlers of the present American Southwest, especially in New Mexico, remained isolated and uninvolved in the wars because of the tremendous distance between themselves and Mexico City. A great void in communications with Mexico City and conflicts between the Hispano settlers and the Indians in the provincial areas also kept the settlers free of the War for Independence and the Texas rebellion.

2. At the beginning of the Mexican-American War, Col. Stephen W. Kearney and the Army of the West marched westward into Santa Fe and issued a proclamation which stated the intention of the U.S. government to annex New Mexico. Kearney assured the citizens that they would have a democratic form of government. He named Charles Bent as governor and appointed some Spanish officials to administer the province.

3. The ruling Spanish families were convinced that it would be of great advantage to annex to the U. S. because their initial contact with Anglos was always friendly and trusting.

4. When the treaty of Guadalupe-Hidalgo was signed in 1848 by which Mexico ceded the entire present Southwestern U.S., there were approximately 75,000 Hispano colonials living in the region: 7,500 in California, 1,000 in Arizona, 5,000 in Texas and 60,000 in New Mexico and southern Colorado.

5. Within 27 years the people of this region changed identity from Spanish to Mexican and from Mexican to American. Since these people did not participate in any wars, their national identity was purely technical.

6. The geographic isolation of the area caused cultural isolation which created closely-knit and cohesive family and community units.

7. Each community was self-sufficient and neighboring communities were alike.

8. Formal education was limited and unnecessary in the isolated rural village.

9. The folk-culture of the Hispanos that grew for 300 years in a sheltered environment was now beset by the economic expansion of the American Southwest.

10. The territory of New Mexico was created in 1850 but statehood was not granted until 1912. Thus, for 63 years the people of New Mexico were denied their rights to political action, protection of property and education available through statehood.

11. The villagers were landowners: farmers and sheep ranchers. Cattle became important only after the advent of the railroads. The land, handed down by generations from original Spanish land grants, was the prime possession.

12. The development of the cattle industry and the coming of the railroads created the first conflicts between the Anglos and the Hispanos because of the fierce competition for land resources.

13. Legal problems regarding proof of land ownership cropped up. Villagers and families owned lands in common and individually according to the original Spanish land grants. Papers dating back for over 200 years had been lost and no legal boundaries had ever been filed in many cases. Many could not legally prove land ownership according to American custom.

14. The New Mexicans did not pay land taxes to Spain or to Mexico but were now required to pay them to the U.S. Since their economy was mainly barter, there was little cash for taxes. So, many sold sections of their land at a fraction of its worth to meet the demands of taxation.

15. The old Spanish tradition of dividing the land equally among all children also helped to deplete the land resources of many families.

Basic Cultural Concept: People within a community share traditions, experiences and problems. The Hispanos of the Southwest shared one culture and were secure in it until outside factors created new experiences and problems.

Suggested Experiences: Re-enact the raising of the American Flag by Col. Kearney at Santa Fe. Role-play discussions as they might have occurred among the Hispano colonists following Kearney's announcement of annexation. Make maps and transparencies showing the area annexed by the treaty of Guadalupe-Hidalgo.

Role-play the plight of a Hispano family about to lose its land because of inability to pay taxes on the land.

Re-enact a court session involving a legal battle concerning proof of land ownership between a Hispano family and the U.S. Government.

Dramatize a family scene depicting a Hispano family that has lost most of its land because of legal technicalities.

Suggested Visual Aids:

Transparencies

The Territory of New Mexico (including western Colorado).

The Territory of a Spanish land grant.

Maps

Show the geographic isolation of the Hispano settlers by indicating topographical features of the land north of Mexico City and including all of the Southwest.

Filmstrips

Southwestern States - District #12 A-V Catalog

People and History
Agriculture
Life and Culture

Section Three: Migration Northward

A. INTO THE SOUTHWEST

Objectives: To discover why many Mexicans left Mexico and Immigrated to the United States.

To realize the importance of the role of the Hispano in the Southwest.

To learn of the problems and hardships that these people encountered.

Motivational Inquiry:

1. Why did vast numbers of Mexicans immigrate to the Southwestern United States after 1850?

2. What were some of the contributions of the Mexican immigrants?

3. What were some of the problems that faced these people?

Teaching/Learning Strategy: Guest speaker (community resource volunteer), teacher presentation, student research and presentation.

Concepts to be Developed:

1. The terrain and cultural heritage of northern Mexico and Southwestern United States are similar. Mexicans moving northward from Mexico felt that they were moving within a familiar environment.

2. There were no barriers for crossing the borderlands between Mexico and the U.S. and there was no quota on Mexican immigration until 1965. People were free to move back and forth without any restrictions.

3. The land in northern Mexico offered little economic opportunity to its inhabitants. Many came to the U.S. in hopes of earning a livelihood.

4. Some fled the constant revolutions and dictatorships in Mexico.

5. The building of railroads in Northern Mexico facilitated travel to the U.S.

6. The American Southwest was rapidly developing and much labor was needed.

7. Many men left Mexico after being urged and lured with promises made by men who came from the U.S. to recruit laborers.

8. The Mexican laborers were responsible for the rapid building of railroads because they were well adapted to work in the rugged terrain of our Southwest.

9. Mexicans played a key role in the development of mining in California, Arizona, Utah, Nevada and New Mexico.

10. Their labor produced marvelous results in the cattle and sheep industries and in farming. The vaquero was the forerunner of the American cowboy.

11. The expansion of the cotton industry opened new jobs for many.

12. With widespread use of irrigation (introduced by the Spanish in many cases) in such places as Imperial Valley and other "winter gardens" of the Southwest, produce farming flourished on a year round basis. Laborers were always in demand. Most of the crops were planted, cultivated and harvested by Mexican labor. (To grow an acre of lettuce required 126 man-hours of labor and an acre of strawberries, 500 man-hours compared toonly 13 man-hours needed to produce an acre of wheat.)

13. The sugar beet industry enticed many laborers.

14. Individuals and families who immigrated from Mexico as laborers, worked for low wages and under poor working and living conditions. They came in large numbers and were frequently called bracerros. Many were migrant workers who moved from job to job according to the need or growning seasons on the farms.

15. These people were accustomed to hand labor and found dignity in their work but they were educationally unprepared to advance.

16. The immigrants and their descendents clustered together in migrant work camps and in communities because they took great pride in their cultural traditions.

17. In many cases the Anglos with whom these people came in contact did not bother to learn about the cultural heritage of these workers. They showed little respect and concern for the Mexican immigrants, and their "strange" ways.

18. Eventually the U.S. government began to set up agencies and regulations to protect the migrant workers especially after World War I. Even today there are many unresolved problems regarding migrant farm workers which include decent housing, wages, educational opportunities and others.

Basic Cultural Concept: Decisions must be made to change geographic locations to better a family's standard of living. This change may result in both favorable and unfavorable situations.

Suggested Experiences: Make a comparative study of rural village life in northern Mexico and of rural village life in New Mexico or southern Colorado. Role-play a scene in both situations.

Study the history of migrant workers in our country and report on (1) the periods during which immigration was greatest (2) how the migrant workers were recruited (before and after government controls) (3) How migrant workers were and are treated in the U.S. (4) Suggestions that would help migrant workers.

Role-play various aspects of life as a bracero showing cultural characteristics, types of work, family and social problems as a result of living in a company compound and dependence on the "company store" with little opportunity for saving money.

Suggested Visual Aids:

Transparencies

Areas in the Southwest Which Employ Migrant Workers.

Charts, Bulletin Boards and Opaque Projections

List or show the types of work migrant workers do.

Show various aspects of life as a migrant worker, as working and living conditions.

Filmstrips

Southwest States - Dist. #12 A-V Guide

Agriculture in the Southwest - Dist. #12 A-V Guide

Other Industries of the Southwest - Dist. #12 A-V Guide

Correlated Units and Activities:

Health - Learn how poverty affects health and what can be done to overcome adverse problems.

Civics - Learn about the regulations governing immigration from Mexico to the U.S. and about the work of the U.S. and Mexican Border Patrol.

Find out about regulations concerning Americans who wish to (1) visit Mexico as tourists, (2) work in Mexico, (3) live in Mexico.

Make a study of the rights of migrant workers in the U.S. and of the laws and agencies created to help and protect them.

B. INTO COLORADO

Objectives: To learn that the Hispano population of Colorado is a diverse and complex group.

To learn of the impact of the Spanish explorers in the early formation of Colorado.

To learn how the descendents of the first Spanish colonists developed within communities.

To discover that many Hispano residents of Colorado are descendents of immigrants who came from Mexico since the turn of the century.

To learn about the present-day life of the Hispano descendents of both colonists and immigrants within the rural, urban and migrant settings in Colorado.

Teaching/Learning Strategy: Student group presentations on the first Spanish explorers, the early colonists and the immigrants from Mexico by creative reports, dramatizations and role-playing.

Motivational Inquiry:

1. What is the origin of the Hispano people who reside in Colorado?
2. How did Spain claim Colorado and through whose efforts was this accomplished?
3. How and where were the first permanent Spanish settlements established in Colorado?
4. Who were the first Hispano settlers of Colorado?
5. When and why did many immigrants come to Colorado from Mexico?
6. What are the similarities and differences between the descendents of the original Spanish settlers and the immigrants from Mexico?
7. What is the role of Mexican nationals in Colorado?
8. How do the Hispano people fit into the pattern of living in present day Colorado?

Concepts To Be Developed:

1. The Hispano people of Colorado can be classified into three main historical groups:
   a. Those who are descendents of the original Spanish colonists of New Mexico and Colorado.
   b. Those who are immigrants or descendents of immigrants from Mexico.
   c. Those who are Mexican nationals and may return to Mexico.

2. The earliest pioneer explorers of Colorado were Spaniards.

3. The first exploratory expedition (1540-1542) to touch the present borders of Colorado was led by Vasques Coronado. The party traveled along the Cimarron River in the southeastern corner of the state but did not establish any settlements.

4. To forestall any claims or settlements by the English (as a result of Sir Francis Drake's voyage along the Pacific Coast) The Spanish ordered the colonization of California and New Mexico.

5. New Mexico was officially claimed as part of New Spain and settled by Juan de Onate in 1598 (nine years prior to the settlement of Virginia and twenty-two years before the establishment of Plymouth by the English). Southern Colorado was definitely considered a part of the province of New Mexico even though it had no fixed boundaries.

6. The earliest but officially <u>unrecorded</u> wanderings onto Colorado soil by the pioneers of New Mexico were probably by those of missionaries seeking Indian converts, traders bartering goods with the Utes, prospectors seeking gold, and sheep herders following their flocks.

7. The earliest <u>recorded</u> expedition into the interior of Colorado was made around 1630 by Juan Archeluta in search of runaway Indian slaves.

8. When the French threatened to overtake Spanish claims in Colorado, Juan de Ulibarri set forth northward from New Mexico in 1706 to the locations of present Trinidad, Walsenburg and Pueblo. Ulibarri also traveled northeastward to El Cuartelejo and took formal possession of the eastern plains of Colorado naming the area the Province of San Luis.

9. The Dominquez - Escalante expedition left Santa Fe in 1776 to search for a new overland route to Monterey, California. Instead, the two padre-explorers explored and named much of Western Colorado.

10. Eventually, the southwestern portion of Colorado became part of "The Old Spanish Trail" between Santa Fe, New Mexico and Los Angeles, California.

11. From approximately 1540 to 1821 most of Colorado was a provincial part of the Viceroyalty of New Spain and belonged to Spain. After Mexico's independence in 1821 until the Treaty of Guadalupe-Hidalgo in 1848 it belonged to Mexico and in 1848 western and southern Colorado was annexed to the U.S.

12. In the early nineteenth century when American settlers were pressing westward, the Spanish began to fortify the mountain passes in an effort to safeguard Spanish lands.

13. In the early 1840's the Mexican government encouraged settlers of Colorado by making huge land grants to individuals who promised to build towns and develop natural resources.

14. Consequently, thousands of acres in southern Colorado were granted to individuals who were already settlers in New Mexico. Some of these grants included the Conejos Grant, the Vigil and St. Vrain Grant and the Sangre de Cristo Grant.

15. The first permanent settlements in Colorado were made in the San Luis valley: San Luis in 1851, San Pedro in 1852 and San Acacio in 1853.

16. The San Luis Valley settlements were mainly made by the Spanish settlers who came from New Mexico. They brought with them the culture of the isolated self-sufficient villages of New Mexico.

17. These settlers possessed a strong social organization in which the family and the church were dominant. Leadership was allocated according to age and position in the family rather than according to personal characteristics. Patterns of living remained the same as in New Mexico because they withstood the tests of survival. Education was limited to learning the necessities of existence and 17th century Spanish language and literature (which included the Bible).

18. The settlers were primarily agriculturalists who dug irrigation ditches, plowed the soil with wooden implements, raised crops of corn, wheat and beans and cattle, sheep, horses and goats.

19. The homes of the pioneers were grouped about a central plaza and were constructed of adobe. They had dirt floors, clay and gravel roofs and plastered walls. Furniture was crude and homemade.

20. Social life included special celebrations as feast days, weddings, folk plays and religious festivities. The people enjoyed dancing and singing to the music of the violin and guitar.

21. Religious festivities centered about the rites of the Catholic Church. The first Catholic Church in Colorado, Our Lady of Guadalupe, was established in Conejos in the late 1850's.

22. The early Spanish explorers, missionaries, traders and settlers are responsible for the numerous musical sounding Spanish names throughout our state, including the state's own name, "Colorado".

23. Immigrants came from Mexico to Colorado principally between 1900 and 1930 and during World War II and the Korean conflict as recruited labor to work in agricultural areas. Many came directly from Mexico and some came by way of other areas of the Southwest.

24. The Mexican immigrants have many characteristics in common with the Hispanos of the Southwest. Both groups reflect and culture of the small village, the extended family organization and devotion to the Catholic religion.

25. The group with the Spanish heritage of the Southwest resided (in Colorado) within traveling range of the villages of the origin of their ancestors and could readily maintain identity and contact with the past.

26. The Mexican immigrants, although similar in cultural background, lacked the stabilizing force of identification and contact with the very distant villages of their origin.

27. The Mexican immigrants who migrated into Colorado via other areas of the Southwest, such as Texas, brought with them some aspects of acculturation.

28. Most of the Mexican immigrants and their descendents who arrived as migrant workers especially in the sugar beet industry resided within company compounds in rural areas. Others gravitated towards separate neighborhoods and community groups in urban areas. Those who moved into the larger cities located themselves in sections called barrios--usually segregated run-down or slum areas.

29. The third main group, the Mexican nationals, are usually temporary residents of Colorado who visit or work here and return to Mexico.

30. Some of the early colonists and their descendents were drawn into types of work outside of or in addition to agriculture. These jobs railroad building, mining and some manufacturing. Many of these people polarized in and around the larger cities within their own separate communities.

31. Today we may find some Hispanos of Colorado working their own farms or employed on the farms of others (maintaining a form of permanent residence) some engaged in skilled and unskilled industrial positions, some following such professions as law, medicine, education and politics and some who are migrant farm laborers subject to seasonal work.

32. Contacts, exchanges and intermarriage within the three main groups have brought about diverse cross-groupings within the Hispano framework.

Basic Cultural Concept: There are diverse and complex groups and varying degrees of social status within a given minority group.

Suggested Experiences: Dramatize the early explorations of Colorado emphasizing the characteristics, routes and accomplishments of the explorers.

Role-play a petition for obtaining a land grant in Colorado.

Research and report all the details of a land grant: requirements, rights privileges, usual size of grant, etc. Also, discover the custom of accepting the grant.

Prepare a set of transparencies which show the changing borders of Colorado from 1540 to its emergence as a state.

Study and report on the shifting of parts of Colorado from Spanish to French possession, and vice-versa.

Make a model of an early settlement in the San Luis Valley.

Write stories about life in such a settlement encompassing everyday life, contact with Indians and other settlers. Describe work and recreation, the joys, frustrations and fears of pioneer life.

Compile a list of Spanish place names in Colorado. Locate them on a large mural-type map. Discover the meanings of these names, if possible and prepare a "Dictionary of Spanish Place Names in Colorado".

Make a comparative study of the descendents of the early Spanish settlers and immigrants who came from Mexico. Present a panel discussion showing the similarities and contrasts of both groups.

Prepare transparencies which show concentrations of Hispano population in Colorado.

Suggested Visual Aids:

Transparencies

Routes of the Early Spanish Explorers
Fluctuating Boundaries of Colorado
Earliest Spanish Settlements in Colorado
Land Grants in Early Colorado
Concentrations of Hispano Population in Colorado

Opaque Projections

Scenes of early pioneer life including homes, forts, and trading posts.

Scenes depicting Hispanos on varying levels of the social scale at work, at home, at school, etc.

Correlated Units and Activities:

Math - Make a study in economics on the problems of subsistence farming as experienced by Hispano farmers in Colorado.

Language Arts - Creative script writing, letter writing, news reporting, keeping a diary.

Music - Learn the traditional songs and dances of the early Spanish settlers and the immigrants from Mexico.

BIBLIOGRAPHY

PART II: THE EMERGENCE OF THE HISPANO CULTURE

ADAMS, SAMUEL HOPKINS. The Santa Fe Trail. New York: Random House, 1951.

ATKINS, JAMES A. Human Relations In Colorado, A Historical Record. Denver, Colorado Department of Education, 1968.

BAKER, NINA B. Juarez, Hero Of Mexico. New York: The Vanguard Press, 1942.

BERRY ERICK. When Wagon Trains Rolled to Santa Fe. Champaign, Illinois: Garrard Publishing Co., 1966.

BILLINGTON, RAY ALLEN. Westward Expansion: A History of the American Frontier. New York: Macmillan Company, Third Edition, 1967.

BOLTON, HERBERT E. Coronado, Knight Of Pueblos and Plains. Albuquerque: The University of New Mexico Press, 1949. (pap)

BOLTON, HERBERT E. "Defensive Spanish Expansion and the Significance, of the Borderland." Wider Horizons of American History. New York. D. Appleton Century Company, 1937.

BOLTON, HERBERT E. "The Mission as a Frontier in the Spanish American Colonies." Wider Horizons of American History. New York: D. Appleton Century Co., 1939.

BOLTON, HERBERT E. The Spanish Borderlands. New York: United States Publishing Association, Inc. 1921.

CASTANEDA, CARLOS E. The Mexican Side of the Texas Revolution. Dallas, Texas. P. L. Turner, 1928, reprint 1956.

COUSINS, MARGARET. We Were There at the Battle of the Alamo. New York: Groset and Dunlap, 1958. $1.95.

CROSBY, ALEXANDER L. Rio Grande: Life For The Desert. Champaign Illinois. Gerrard Publishing Co., 1966.

CUMBERLAND, CHARLES. Mexico: The Struggle for Modernity. New York: Oxford University Press, 1968. $2.50

DAVIS, JULIA. Ride with the Eagle. New York: Harcourt, Brace and World, Inc., 1962.

DICKEY, ROLAND F. New Mexico Village Arts. Albuquerque: University of New Mexico Press, 1949.

DOBIE, JAMES F. The Longhorns. Boston: Little, Brown and Co., 1941.

DOLCH, EDWARD and MARGUERITE. Stories from Mexico. Champaign, Illinois: Garrard Publishing Co., 1961.

DORNER, GERD. Folk Art of Mexico. Barnes, 1962.

DOWNEY, FAIRFAX et al. Texas and the War With Mexico. New York: American Heritage Publishing Co. Inc., 1961.

ESPINOSA, JOSE. Saints in the Valleys. Albuquerque: University of New Mexico, 1960.

FEHRENBACK, T. R. Lone Star - A History of Texas and the Texans. New York: Macmillan, 1968.

FERGUSSON, ERNA. New Mexico, A Pageant of Three Peoples. New York: Alfred A. Knopp Co., 1951.

FISCHER, LILLIAN ESTELLE. The Background of the Revolution for Mexican Independence. Boston, The Christopher Publishing House.

FORREST, EARLE ROBERT. Missions and Pueblos of the Old Southwest. Cleveland: Arthur H. Clark Co., 1929.

GEIS, DARLENE. Let's Travel In Mexico. Chicago, Illinois: Children's Press, 1965.

GIBSON, CHARLES. The Colonial Period in Latin American History. Washington, D. C.: American Historical Association, 1958.

GREENBERG, SELMA. "Serape Happy", School Arts, May 1969 pp 16-17.

GUTIERREZ DE LARA, L. The Mexician People, Their Struggle for Freedom. New York: Doubleday, Page and Co., 1914.

HALL, BARBARA J. Mexico in Pictures. New York: Sterling Publishing Co., Inc., 1961.

HAGUE, ELEANOR. Spanish American Folk Songs. New York: American Folklore Society, 1917.

HAFEN, LE ROY. Colorado and Its People, Vols. I and II. New York: Lewis Publishing Co., Inc., 1948.

HAFEN, LE ROY R. and ANN. Our State: Colorado A History of Progress. Denver: The Old West Publishing Co., 1967.

HAINES, FRANCIS. "How the Indian Got the Horse," American Heritage, February, 1964.

HANKE, LEWIS. "Conquest and the Cross," American Heritage, February, 1963.

HARPER, ROBERT A. et al. Learning About Latin America. Morristorm, New Jersey: Silver Burdett Co., 1967.

HASBROUCK, LOUISE S. Mexico From Cortes to Carranza. New York: D. Appleton and Co., 1918.

HOFF, CAROL. Wilderness Pioneer. Chicago: Follett Publishing Co., 1955.

HOLLON, EUGENE W. The Southwest, Old and New. Lincoln, Nebraska: University of Nebraska Press, 1961.

HOWARD, ROBERT WEST. Flag of the Dreadful Bear. New York: G.P. Putnam's Sons, 1965.

HUMPHREYS, R.A. and JOHN LYNCH. The Origins of Latin American Revolutions 1808 - 1826. New York: Borzor Books, Alfred A. Knoff, 1966. (pap $2.50)

JOHNSON, WILLIAM WEBER and THE EDITORS OF LIFE. Mexico. New York: Life World Library, Time Inc., 1966.

JAY, WILLIAM. A Review of the Causes and Consequences of the Mexican War. Boston: B. B. Musseys Co., 1949.

JOHNSON, WILLIAM. Sam Houston. New York: Random House, 1953. ($1.50).

JOHNSON, WILLIAM WEBER. Heroic Mexico: A Violent Emergence of a Modern Nation. New York: Doubleday, 1968.

JORDAN, PHILIP D. The Burro Benedicto and other Folktales and Legends of Mexico. Coward - McCann, 1960.

JOSEPHY, JR. ALVIN M. "Revolt in the Pueblos", American Heritage, June, 1961.

LAMAR,HOWARD ROBERTS. The Far Southwest: 1846 - 1912 -- A Territorial History. Yale, Americana Series. New Haven: Yale University Press, 1966.

LAMBERT, ELIZABETH ORITZ. The Complete Book of Mexican Cooking. New York: M. Evans Co., 1967.

LAMPMAN, EVELYN S. The Tilted Sombrero. New York: Doubleday, 1966.

LAURITZEN, JONREED. Colonel Anza's Impossible Journey. New York: American Book Co., 1969.

LEWIS, MARVIN. The Mining Frontier. Norman, Oklahoma: University of Oklahoma Press, 1967.

MC LAUGHLIN, ROBERTA. Latin American Folk Songs. Hollywood,California: Highland Music Co. 1969 ($1.50)

MC WILLIAMS, CAREY. The Mexicans in America, A Student's Guide to Localized History. New York: Teachers College Press, Columbia University, 1968. (pap. $.95).

MOOREHEAD, MAX L. New Mexico's Royal Road. Norman: University of Oklahoma Press, 1958.

MOYER, GEORGE. "Role Playing as a Measuring Device for a Project of Simulated Experiences in Human Relations." Denver, Colorado,1970.

NATIONAL GEOGRAPHIC SOCIETY. America's Historylands. Washington, D. C. National Geographic Book Services, 1962.

ONATE, JUAN DE. Don Juan De Onate Colonizer of New Mexico: 1596 - 1628. Trans. by George P. Hammon. Albuquerque: University of New Mexico, 1953.

PARISH, HELEN RAND. Our Lady Of Guadalupe. New York: Viking, 1955.

PEARCE, T.M. and A.P. THOMASON. Southwesterners Write. Albuquerque: University of New Mexico Press, 1946.

PERRIGO, LYNN I. Our Spanish Southwest. Dallas: Banks Upshaw and Co., 1960.

PERRIGO, LYNN I. Texas and Our Spanish Southwest. Dallas: Banks Upshaw and Co. 1960.

PRICE, GLENN W. Origins of the War with Mexico: The Polk-Stockton Intrigue. Austin, Texas: University of Texas Press, 1967.

QUINN, ROBERT M. "Spanish Colonial Style," The American West. Summer, 1966, Vol. III No. 3.

RAMSDELL, CHARLES. "The Storming of the Alamo." American Heritage. February, 1961.

RAPPAPORT, ARMIN. The War with Mexico: Why Did It Happen. The Berkeley Series in American History. Berkeley: Rand McNally, 1964. ($.95)

REEDERM, COLONEL RED. The Story of the Mexican War. New York: Meredith Press, 1967

ROBERTSON, WILLIAMS S. Sturbide of Mexico. Durham, North Carolina: Duke University Press, 1952.

ROBINSON, CECIL. With the Ears of Strangers: The Mexican American in American Literature. Tuscon: The University of Arizona Press, 1963.

ROJAS, ARNOLD R. "The Vaquero," The American West, Spring, 1964, Vol I, No. 2 pp 46-53.

ROSS, STANLEY R. Francisco I Madero: Apostle of Mexican Democracy. New York: Columbia University Press, 1955.

RUDOLF, EVELYN and ORVILLE. Mexico and Central America. (for Spirit or Liquid Duplicators). Wilkinsburg, Pennsylvania: Hayes School Publishing Co., 1960 (No. G350 - $3.00)

RUIZ, RAMON E. The Mexican War. New York: Holt, Rinehart and Winston, 1963 ($2.25)

SANCHEZ, GEORGE I. Forgotten People: A Study of New Mexicans. Albuquerque: The University of New Mexico Press, 1940.

SCHNEIDER, RONALD M. and ROBERT C. KINGSBURY. An Atlas of Latin American Affairs. New York: Frederick A. Praeger, Publishers, 1967. (pap $1.75)

SHELLY, BARBARA. "Primitive Weaving adapted to the Intermediate Classroom", School Arts, May 1969, pp. 13-15.

SIMPSON, LESLEY BYRD. Many Mexicos. Berkeley: University of California Press, 1967. (pap $1.95)

SPRAGUE, MARSHALL and THE EDITORS OF TIME-LIFE BOOKS. The Mountain States. New York: Time-Life Books, 1967.

STERNE, EMMA GELDER. Benito Juarez: Builder of a Nation. New York: Alfred A. Knapp, 1967.

TAYLOR, RALPH. Colorado, South of the Border. Denver: Sage Books, 1963.

Texas and the War with Mexico. By the Editors of American Heritage New York: American Heritage Publishing Co., Inc. 1961.

TIMMONS, WILBERT H. Morelos - Priest, Soldier, Statesman of Mexico. El Paso, Texas: Texas Western College Press, 1963.

WELLMAN PAUL I. Glory, God, and Gold. Garden City, New York: Doubleday and Co., 1954.

WHITE, ITMA REED. "The King's Cencus: 1577," American Heritage, April, 1961.

WILSON, BARBARA, Fairy Tales of Mexico. London, England: Cassell & Co., Ltd. 1960

WOLFSKILL, LYLE A, WAYNE A. DUNLAP and BOB M. GALLAWAY. Earthen Home Construction. College Station, Texas: Bulletin No. 18, March, 1962, Texas Transportation Institute.

WOMACK, JOHN JR. Zapata and the Mexican Revolution. New York: Alfred A. Knapp, 1969.

PART III - THE HISPANO CULTURE IN A MODERN URBAN SOCIETY

SECTION ONE: A PROUD HERITAGE

Objectives: To learn that the customs and traditions of the Hispano culture are a result of history with roots steeped in the past.

To realize that the Hispano culture has a definite place and value in American History and culture.

To learn to understand and appreciate the values and differences of the Hispano culture.

Teaching Strategy: Guest speaker (community resource volunteer) or teacher presentations and/or demonstrations may be given by Hispano students, if possible.

Motivational Inquiry:

1. How are the traditions and customs of the Hispano culture a result of history?
2. What is meant by the "folk" traditions of the Hispanos?
3. What are the principal social structures of the Hispano way of life?
4. What role does religion play in the Hispano heritage?
5. What are some of the values that are prevalent in the Hispano society?
6. How do the Hispanos regard hand labor and artifacts?
7. What is the role of the Spanish language in the Hispano culture?
8. Do the Hispanos reflect their culture in traditional clothing?
9. What types of music do the Hispanos include in their culture?
10. How are celebrations and festivities observed in the Hispano setting?

Concepts To Be Developed:

1. The traditions and customs of the Hispano culture are a result of the circumstances of history encompassing portions of the early civilizations of North America in the regions of Mexico and the American Southwest, portions of the Spanish character and culture and a blending of these to form a distinct group. (See preceding parts of this guide.)
2. The geographic isolation of the provincial settlements of New Spain in the present American Southwest produced a strong cultural bond and pride that has existed among Hispanos for almost 400 years.

3. This geographic isolation resulted in the development of folk traditions that were rural, agrarian and partially Spanish and Indian in nature. Some examples are: homemade remedies for illness, the production in the home of items necessary for consumption, ways of courtship before marriage, the "fiesta", etc.

4. Throughout the history of the Hispano culture, the family remains the dominant social force in the social structure. Within the family framework, the father (or eldest living male) is the principal authority. The mother and children are subservient to him. The role of the mother is to be obedient, kind and forgiving and to be responsible for raising the children. She does not enjoy equal status with the father. The children must be obedient and respectful to their parents without question. The Spanish tendency toward social ranking is also obvious in the male children rank above their sisters regardless of age. Brothers are affectionate and are protective of their sisters, bound with a strong sense of honor.

5. The family is a very closely knit social unit which also includes the "extended family". One family unit may have the father, mother, sons, daughters, grandparents, aunts, uncles, nieces and nephews living under one roof. Sometimes three or four generations of a family may reside in one dwelling. Relatives in need are taken in and cared for. There is a definite kind of unquestionable family teamwork with the father as its head. The "extended family" has been a part of the culture for centuries and was a very important part of the life in the provincial Southwest.

6. Within the isolated provincial towns of the Southwest, the extended family was a core structure with intermarriage between families making a strong community relationship.

7. Second to the family, the Catholic Church was the only other formal social structure to which the Hispanos owed obeyance and devotion. The church was a very powerful influence on the morality of the people. Each family practiced the religious and moral concepts set forth by the church. Obedience, respect and devotion to God were important. The old philosophy of "Let God's will be done," frequently imposed a passive acceptance on the early Hispanos as they struggled for survival. This passiveness is still evident in the older generation.

8. In addition to religious values, the Hispanos have been greatly influenced by their agrarian way of life. They are oriented towards seasonal rhythms of living rather than by daily routines and patterns. Time carried no particular emphasis. The present was more urgent than the future. Each man must have the right to decide how to use his time. The people also related heavily to the isolation with little or no need to change a way of life. This, particularly resulted in a lack of preparing for the future.

9. All leadership rested within the family, church and kinship society with little opportunity for self-expression and improving personal status.

10. The concept of "machismo" or male personality is an important factor in the Hispano way of life. There are certain personality and character traits that are expected of each male according to his role and rank in the family. The father, as the head of the family, typifies this concept when he acts in ways which distinguish him as a man--he makes his own decisions as what to do or when to do it. The ~~concept of~~ Manana (tomorrow) does not mean procrastination but that each man has the right to decide when he will act upon something. Each expresses obedience to those in authority, patience, self-restraint and a willingness to postpone personal wishes. But a man is master in his own home.

11. The Hispano people have a deep love of hand labor. Everything that was necessary for life was made by hand by the early settlers. They added art and beauty to their work and took great pride in it. Even the work in the fields was done with care. This dignity of hand labor and art was transmitted to succeeding generations.

12. The Spanish language is a great cohesive force in the Hispano culture. Seventeenth century Spanish was the language of the isolated villages and it has become the traditional language spoken in the home. Many Hispanos are bi-lingual. They use Spanish at home and English outside of the home. The ability to communicate in two languages is very advantageous. In recent times the concept of "la raza" has developed to unite Spanish speaking Hispanos.

13. The traditional clothing of the culture is usually worn at fiestas and special occasions but Americans have come to love and adopt into their fashions such articles as the sombrero, serape, poncho, embroidered blouses and woven belts.

14. The music of the Hispanos may be gay and festive as reflected in the mariachi and folk songs and dances or may be sad and introspective as evidenced in the music of the guitar.

15. Celebrations and festivities are expressed in terms of the fiesta which may begin with a religious ceremony as a procession and Mass (church service), a wedding or a special church service in honor of a particular saint (St. Isidro was the patron saint of the agricultural villages). After the ceremony, the social activities would begin in full swing. These included singing, dancing, visiting with friends and relatives and eating a wide variety of traditional Mexican foods. Some fiestas are meant to last for three days. The fiesta was very important in colonial times because it was the only means of making social contacts with others and of relaxation and enjoyment in an austere environment. Many of these fiestas are still observed in the Hispano culture.

Basic Cultural Concept: A minority culture should have the privilege to retain with pride its customs and traditions and should have the opportunity and responsibility to share its beauty, joy and cultural contributions with other cultural groups.

Suggested Experiences: List and discuss all the customs and traditions learned in preceding parts of this unit. Try to relate them to their historical context.

Role-play a Hispano family situation in which family values are demonstrated.

Discuss the role of the Hispano in the family in contrast to his unually "quiet" role in the community with the realization that this "quietness" is in an attitude of the past and is beginning to change towards more active participation and expression.

Present a skit in Spanish showing a Hispano family at home. Contrast it with a skit in English showing an Anglo family in a similar situation.

Display articles of clothing and implements used by Hispanos labeling them in Spanish.

Play a variety of recordings that illustrate the songs, dances, and music of the culture.

Learn some of the dances such as La Raspa and La Bomba.

Make a collection of recipes of different Mexican foods.

Hold a cooking class and let the class enjoy preparing and tasting some of these foods.

Research and present reports on the different types of fiestas, both religious and non-religious. Stress the elements of each fiesta, its significance and when it was usually held.

Present two films for comparison and contrast (on separate occasions) that show a boy's life and cultural environment in Mexico and in the American Southwest:

Mexican Boy - The Story of Pablo Dist. #12 A-V Guide.

And Now Miguel (available as rental film from Denver Public Library)

Suggested Visual Aids:

Bulletin Boards and Displays

Traditional Garments
Traditional Foods
Record Jackets
Fiesta Scenes
Arts and Crafts

Films

Why Study Foreign Language? Dist. #12 A-V Guide.
Mexico - The Land and The People Dist. #12 A-V Guide
Mexican Boy - The Story of Pablo Dist. #12 A-V Guide
And Now Miguel Rental film - Denver Public Library

Filmstrip

Families Around the World:
Family of Mexico Dist. #12 A-V Guide

Correlated Units and Activities:

Language Arts - Discuss the advantages of knowing more than one language. See the film Why Study Foreign Language?

Continue to learn and converse in elementary Spanish. Listen to Spanish language recordings.

Art - Study the works of past and present Hispano artists. Observe all types of work including pottery, weaving, retablos, bultos santos and paintings. Visit an art exhibit displaying Hispano art. Try to create a variety of samples of Hispano art and present an art show.

Music - Learn the songs, dances and music of the culture. Discover the instrumentation and names of the performing instruments. Learn about the subjects and themes in Hispano songs. (Refer to bibliography.)

P.E. - Learn the traditional Hispano dances.

SECTION TWO - CULTURAL CONFLICTS

Objectives: To discover the basic cultural conflicts that exist between the Hispano minority and the Anglo dominant culture of the community.

To learn that these "conflicts" can be overcome through mutual understanding and community participation.

Teaching/Learning Strategy: Teacher-led introduction and discussions, guest speakers, student participation in discussions and role-playing.

Motivational Inquiry:

1. What cultural conflicts have developed as a result of the migration of the Hispano from rural to urban living?

2. What problems have the Hispanos experienced as hand labor became over-whelmed by technology?

3. What conflicts are involved in the concept of the extended family vs. the individual or divided family?

4. What are the consequences of using the Spanish language as the principal means of communication? As an alternate means of communication?

Concepts To Be Developed:

1. The Hispano people have cultural roots in our American Southwest predating the arrival of other Europeans and Asians. The culture of the Hispano people developed within the bounds of necessity--isolation, an agrarian life cycle, and the desire to survive within a specific geographic location.

2. These traits were carried over when many Hispanos left their rural surroundings to find work in the cities.

3. To compound their problems, many had little or no formal education since learning at home via the oral tradition (and in Spanish) was the usual custom. Consequently good-paying jobs were untouchable and many resorted to sub-standard living in poor sections of the cities and menial jobs with very low wages.

4. They experienced the vicious cycle of poverty: little education, low paying jobs with no chance of advancement, little money, sub-standard housing, poor health, etc.

5. It was extremely difficult for the Hispano to adjust to urban life because of the traditional values ingrained in his character. These values were in opposition to the dominant culture which stressed individual achievement and success based on education, rapid progress, emphasis on the future, efficiency, material comfort, individual freedom, frequent social contact, personal leadership and a complex system of division of labor.

6. Many problems arose because of complete misunderstanding of all concerned. The Hispanos considered the entire Southwest their home, whether urban or rural, and clung to their traditional ways.

7. Those of other minority cultures especially of European and Asian backgrounds, "acculturated" and became "Americanized" more rapidly because many of their values were in tune with the majority. They had a strong desire to get along with others in the new host country and of course, the pressure to find good-paying jobs spurred on the acculturation process (the bare economics of the matter).

8. Unfortunately, many Americans were ignorant of the historical and cultural development of the Hispano and his relationship to the area. Many Anglos considered the Hispanos a "defeated" people as a consequence of the war with Mexico. The Anglo failed to realize that the Hispanos of this region did not actually consider themselves as purely Mexican nationals nor did they actively participate in the war. Many did not always treat the Hispano people with respect and equal friendship.

9. On the other hand, the Hispanos probably considered other settlers in the region as strangers and intruders with peculiar ways.

10. In many cases, if a Hispano youth tried to advance himself by adopting Anglo ways, he was considered a traitor to his heritage by his elders.

11. Many Hispano people gravitated to barrios or segregated sections in and around the cities and towns in order to preserve their cultural identity. Unfortunately, financial circumstances forced them to accept sub-standard housing and living conditions as a whole.

12. The Hispano respect for hand labor motivated him to accept any kind of job, even that considered menial by other groups. His lack of formal education and, in many instances, his reliance on the Spanish language proved to hinder his advancement in work and salary.

13. The advent of the technological era has forced many Hispanos into a quick realization that they must turn to learning some skills if their families are to survive.

14. Many of the younger generation are attending trade schools and colleges in hopes of earning a better living even though it might be a frustrating experience to go against the grain of one's traditional background. Many feel this can be done without losing the entire heritage.

15. Hispanos love children and frequently the family pattern is made up of many children. When other relatives join the basic family unit to become an extended family there are, of course, more mouths to feed. But, this is an accepted way of life. It is quite different compared to the individualized and sometimes broken home pattern of the dominant culture.

16. The roles of the members of the Hispano family are frequently confused by members of the Anglo culture. When problems arise involving the children at school, good health practices, or welfare, it is the mother who is approached. In such cases, the father's Machismo traits and the family's ranked structure is caused to disintegrate causing ill feelings and adverse results.

17. Those Hispanos who steadfastly adhere to the old ways and cling to using the Spanish language as their basic means of communication have many problems in today's society.

18. The first Hispanos to benefit from public education had a difficult time because they spoke little or no English or spoke with an accent. Even today the children of Hispano migrant workers experience great difficulty with the language barrier.

19. It was difficult for many to receive on the job training if they did not fully comprehend all the nuances of English and this prevented many from advancing.

20. Many Anglos considered those who spoke Spanish or English with an accent as "foreigners" even though the Hispanos had been in the region for centuries.

21. The solution for many Hispanos was to become bi-lingual, speaking both Spanish and English. Unfortunately, as with other minority groups, the language of the ancestors usually deteriorates with succeeding generations.

Suggested Experiences: Invite representatives of different cultures or use classmates of varying backgrounds for a panel discussion on the problems of minority groups.

Have someone teach or demonstrate a lesson to the class mixing the English language and any other foreign language to create the experience of being able to understand only part of the concepts because of a language barrier.

Role-play some situations that illustrate cultural conflicts with the class participating in the formulation of solutions and attitudes.

Suggested Visual Aids: Transparencies or charts showing statistics related to the concepts learned. Refer to Social Studies Unit Guide Los Hispanos, School District #12, Adams County and the Report to the Colorado General Assembly: The Status of Spanish - Surnamed Citizens in Colorado, January, 1967.

Film

Cadillac (available as film rental at Denver Public Library)

Correlated Unit:

Language - Experiment with the Spanish language. Create fun situations using Spanish as the basic means of communication.

SECTION THREE - CONTEMPORARY PROBLEMS

Objectives: To observe that the Hispanos, as a minority group, confront many problems in education, in employment and in housing as they strive to achieve acceptance and dignity within the community.

To understand these problems and realize that solutions can be found and worked out.

To develop positive attitudes towards the Hispano members of the comunity and respect their quest for equal rights.

Teaching/Learning Strategy: Teacher and/or student led discussions, guest speakers and student role-playing experiences.

Motivational Inquiry:

1. Why do many Hispanos have problems in education?
2. How can some of these educational problems be solved?
3. What are some difficulties that Hispanos encounter in employment?
4. What is being done to prevent such problems?
5. What problems have developed regarding housing?
6. How can these problems be avoided or eliminated?
7. How can the entire community cooperate in accepting the Hispano as a full-fledged member of the community?

Concepts To Be Developed:

1. The educational problems of the Hispano have roots in the traditions of the past. When public education was made available to the Hispano children many of them still used Spanish as their only language of communication. They also were only accustomed to the tradition of an oral education at home and had no training in the disciplines. In addition, their cultural values were very different from their Anglo schoolmates. Many Hispano Children became school drop-outs not because they lacked intelligence but mainly because they were led to believe they'd never make it.

2. To compound these problems, the schools generally did not make adequate provisions to help the Hispano to overcome difficulties. Some schools segregated them from Anglo children some did not make allowances for non-English speaking students and at times children were punished or shamed if they were caught speaking Spanish in class. Many schools did not make any effort to make the Hispano child acceptable to his peers. Teaching the Hispano heritage would have been a great boon to the Hispano child. Many did not realize the frustrations the Hispano child felt under such "foreign" conditions and cultural pressures.

3. Today many advances are being made to provide equal educational opportunities for Hispano children. In some communities there are no visible problems but in others, much remains to be done.

4. Of all the cultural sub-groups, the children of Hispano migrant workers still suffer the greatest loss of educational opportunity. The constant moving from location to location according to the dictates of seasonal work cause many to lose valuable schooling.

5. Educators are making great strides in helping those who have special problems. The government (federal, state and local) is also contributing special programs and funds. Such programs as Headstart, Title I programs and the allocation of funds for such teaching aids as audio-visual equipment are relieving many burdens. The problems of segregation that still exist in some communities are being studied and acted upon.

6. On the employment scene, many Hispano job applicants feel the pressure of discrimination. Those who already have jobs believe that they can not advance for the same reason. Lack of education, training and experience are also contributing factors towards discrimination.

7. There are serious unemployment problems within the Hispano group not only because of the previously mentioned factors but also because of the agricultural orientation of many.

8. Studies show that there is a definite reduction of unskilled job opportunities as technology advances, even in agricultural areas.

9. Many who are unskilled but who hold jobs in construction, manufacturing, or mining are the first to be laid off during "slow times".

10. To compound problems, agricultural workers do not enjoy the full benefits of social security or compensation as those in other fields of work. Consequently, poverty rules the Hispano family with little or no income.

11. The Hispano family does not desire the "charity" of welfare. Many men would perform well on jobs if they had the necessary training and experience.

12. Although some training programs are being established, they are not numerous enough to meet the needs of the population. Some firms may receive special benefits from the government if they carry out special training programs for minority groups.

13. Many large corporations are subsidizing or lending money at low interest rates to members of minority groups who wish to go into business.

14. Commissions on the state and federal level are being established to end discriminatory business practices and to guarantee the rights of every citizen.

15. The problems of housing for many Hispanos are all incorporated into the vicious cycle of poverty. With a meager income one cannot expect much in housing facilities.

16. In some cases where Hispanos were financially successful and sought better housing, they were deterred by discrimination. Landlords and sellers of homes occasionally were ruled by feelings of prejudice based on false assumptions and false images of stereotypes.

17. The migrant Hispano suffers greatly in being forced to live in humiliating circumstances.

18. On the other end of the scale is the Hispano who is extremely successful and experiences few problems in any endeavor.

19. In order to bring about justice and equal opportunity for all, a concerted effort must be exercised by all: the federal government, the state government, the community and every individual. Programs of positive impact and value must be maintained to orient Hispano youth so that they may develop their potential. Adults who had little educational opportunity in the past need training and retraining in skills. The chain of poverty must be broken for those who are ensnared in it.

20. Most of all, the greatest impact can be made by every individual on every level who holds out his hand in the warmth of friendship and good human relations.

Basic Cultural Concept: The problems of a minority group can be influenced internally or externally.

Suggested Experiences: Role-play a situation in which one is forced to participate in a group which communicates entirely in another language. Discuss the outcome.

Role-play a job interview showing a construction boss, an Anglo applicant and a Hispano applicant. Discuss the outcome.

Role-play a scene in which Anglo neighbors observe a real estate salesman showing a home to a couple with four childre. The couple arrives in an old car. They speak in Spanish to each other but in English to the real estate salesman. Discuss the outcome and attitudes experienced.

Suggest through discussion ways of alleviating cultural misunderstandings.

Suggested Visual Aids:

Transparencies and charts dealing with statistics on education, employment and housing. Refer to Social Studies Unit Guide, Los Hispanos School District #12, Adams County and Report to the Colorado General Assembly: The Status of Spanish-Surnamed Citizens in Colorado, January, 1967.

Opaque Projections depicting various forms of employment engaging Hispanos and types of dwellings that house Hispano families. Show the entire range of each.

Film

Decision at Delano - (available as rental film at Denver Public Library)

Correlated Units and Activities:

Language - Continue to experiment and converse in Spanish. Read stories and books about contemporary Hispano life. Dramatize. Follow newspaper articles in the daily newspapers that deal with current minority problems such as, improving working conditions and salaries for agricultural workers, etc. Keep a scrap book, log or bulletin board for current events.

Math - Make a study of "standard of living". Discover what factors influence "standard of living" and what are the fruits of a low or high standard of living.

Section Four: Contributions of the Hispanos

Objectives: To discover that the contributions of the Hispano people are varied and innumerable, spanning a period of more than 400 years in the history of our nation.

To learn of the outstanding accomplishments of individual Hispano citizens as contributions to our society.

Teaching/Learning Strategy: Student research and projects.

Motivational Inquiry:

1. In which aspects of our nation's heritage have the Hispano people made contributions?

2. What are some of the outstanding accomplishments made by individual Hispano citizens?

Concepts To Be Developed:

1. The Hispanos played a vital role in the exploration and settlement of our nation. Their ancestors were the first Europeans to set foot on American soil (with the possible exception of the Vikings, circa 1,000 A.D.) and developed its resources.

2. The Hispano heritage of our West and Southwest is experienced in some way by all who inhabit those regions. This exciting heritage has roots in both the Spanish and Indian cultures. (See previous sections on the Indian and Iberian Legacies).

3. Spanish words and place names, customs, laws, religious worship, values, agriculture, mining traditions, architecture, arts and crafts, landscaping,cattle and sheep raising, individual rights, and governmental impact are all manifested in our American way of life.

4. In modern times many Hispano young men have displayed their courage and loyalty, even giving their lives, in U.S. conflicts ranging from riding with Teddy Roosevelt's Rough Riders in 1898 to the present war in Viet Nam. Others are active in legislature, education, medicine, law agriculture, the arts, industrial development and individual enterprise.

5. Many social organizations have been founded to further Colorado's advancing cultural democracy.

6. The rich customs and traditions of the Hispano that have been presented for us to enjoy include: festive celebrations (some religious oriented like the fiesta and the non-religious fandango, delicious food that is served in restaurants and is available in all super-markets in our area, works of art, fashions, Spanish language, radio and TV programs, movies, and newspapers, literature, legends, dances and music.)

7. Many individual Hispanos have distinguished themselves in varied endeavors pertinent to our nation, our state and local communities.

Basic Cultural Concept: A minority culture has much to contribute to the well being of a nation, a state, a community and to groups and individuals.

Suggested Experiences: Divide the class into committees, providing each with a large blank map of Colorado. Each group should attempt to research (on a complete map) all of the locations with Spanish placenames to be found under one of the following topics:

1. Counties, such as Baca, Mesa, etc.
2. Cities and towns, such as, Alamosa, Pueblo, Trinidad, etc.
3. Rivers, such as Conejos River, San Luis River, etc.
4. Lakes, such as La Jara, Isabel, Antero Reservoir, etc.
5. Mountains, such as Mt. Blanca, Pajosa Peak, etc.
6. Forests, such as San Isabel National Forest, San Juan National Forest, etc.
7. Parks, such as Vega Reservoir Recreational Area, etc.

The placenames should be transferred onto the large blank maps with each committee reporting its findings to the class. The maps may be displayed for further study.

Students can prepare a glossary or dictionary showing the following:

1. Spanish words incorporated into our language, as:

canyon - ravine	rancho - farm
arroyo - wash	plaza - public square
hurricane - storm	adobe - building material
rio - river	coyote - wolf like animal

2. Spanish words used in ranching, as lariat, cinch, rodeo, corral, stampede, remuda, palomino, roan, etc.
3. Spanish names for foods, as tortillas, burritos, enchiladas, frijoles, tacos, etc.
4. Spanish art forms, as santos, bultos, retablos, Ojos de Dios, etc.
5. Any other categories the class or teacher may suggest and wish to pursue.

Groups or individual students may do research and report on such topics:

1. The contributions of the Hispanos that were brought from Spain (horses, cattle, sheep, goats, wool, wheat, oats, barley, onions, peas, watermelon, muskmelon, peaches, apricots, grapes, etc.)

2. How the Hispanos' Systems of Water Rights and Irrigation Developed.

3. How the Hispanos Contributed to the Mining Industry.

4. The Hispano Contributions to Ranching.

5. Land Grants and the Laws Developed By Hispano Settlers.

6. How to build an Adobe House.

7. Spanish Influences in Furniture and Woodwork.

8. Fiestas and Fandangos.

9. Menu planning with Mexican Foods, etc.

Present a "parade" of individual Hispanos who made outstanding contributions to the U.S., spanning the history of the culture from Coronado to contemporary times. This can be achieved in a timeline fashion with cards naming the individual, his place in time, and his accomplishment. The cards can be taped along a wall or can be strung up across the classroom. More ambitious students may wish to draw portraits or figures depicting each person.

In addition to the early explorers and settlers named in a previous segment of this guide, the following individuals represent only a small portion of the list of outstanding Hispano citizens:

1. Agapito Vigil, Jesus Magarcia and Casimiro Barela--were among the 39 signers of the Colorado State Constitution on March 14, 1876.

2. Casimiro Barela served for 40 years in the state senate, was appointed president pro-tempore of the senate in 1894 and was called "the Perpetual Senator".

3. Bert A. Gallegos, a Pueblo-born attorney, served in the 41st assembly and worked towards fair employment legislation and the establishment of the Colorado Anti-Discrimination Commission.

4. Joe P. Martinez, a Congressional Medal of Honor winner, was among those Hispanos who gave his life during World War II.

5. James Fresques, a druggist, represented Election District No. 8 in Denver's nine-man council from 1950 to 1958.

6. This list could be developed to include Hispanos of Colorado or Hispanos of the Southwest. In any case, it would encompass many individuals in an assortment of endeavors.

The class may also investigate the beneficial accomplishments of such organizations as the Latin American Council, Latin American Educational Foundation, Spanish American Citizen Association, Sociedad Protectora de Trabajadores Unidas, League of United Latin American Citizens and the American F. I. Forum of Colorado.

Suggested Visual Aids:

Transparencies

Maps showing Spanish place names

Charts and Bulletin Board Displays

Pictures with Spanish words and names as related to every day use in our language, ranching, mining, agriculture, geography, foods, clothing, etc.

Slides

Examples of Spanish influenced architecture, furniture, woodwork, landscaping and art as seen in Colorado and the Southwest.

Film

Spanish Influence in the U.S.- Dist. # 12 A-V Guide.

Opaque Projections

Use postcards and pictures that illustrate Hispano art such as the Spanish-Indian elements prominent in the small towns and churches of the Southwest. Show samples of retablos, bultos, santos, architecture, woodwork, etc.

Correlated Units and Activities:

Language - Listen to Spanish conversation on tapes, radio and TV. Continue to learn elementary Spanish.

P.E. - Learn to play favorite Hispano games and continue to study traditional dances.

Music - Continue to learn songs and music. Attempt to form a mariachi group using classmates as musicians. Teach the class to use Spanish percussion instruments.

BIBLIOGRAPHY

PART III: THE HISPANO CULTURE IN A MODERN URBAN SOCIETY

AARON, JAN and SALOM and GEORGINE SACHS. The Art of Mexican Cooking. Garden City, New Jersey: Doubleday, 1965.

ATKINS, JAMES A. Human Relations in Colorado, A Historical Record. Denver: Colo. Department of Education, 1968.

BEHN, HARRY. The Two Uncles of Pablo. Harcourt, 1969.

BRENNER, ANITA. The Boy Who Could Do Anything and Other Mexican Folk Tales. Scott, 1962.

CLARK, MARGARET. Health in Mexican American Culture. Berkeley: University of California Press, 1959.

DE GERZ, TONI. "Three Times Lonely: The Plight of the Mexican Child in The American Southwest." Horn Book Magazine, February, 1970.

ELLITHORPE, HAROLD and CHARLES MENDOZA. Colorado, Latin American Personalities. Centennial Edition. Denver: A. M. Printing Co., 1959.

FORBES, JACK D. Mexican - Americans-- A Handbook for Educators. Berkeley, Calif. Far West Laboratory for Educational Research and Development.

GALARZA, ERNEST. Merchants of Labor: The Mexican Bracero Story. Chicago: Rand McNally, 1964. ($2.95)

GAMIO, MANUEL. The Mexican Immigrant: His Life Story. Chicago: University of Chicago Press, 1931.

GORDON, ALVIN. Our Son Pablo. New York: McGraw Hill Book Co., 1946.

GRIFFITH, BEATRICE. American Me. New York: Houghton, 1948.

HALL, MARIE and AURORA LABASTIDA, Eds. Nine Days to Christmas. New York: Viking, 1959.

HELLER, CELIA S. Mexican American Youth: Forgotten Youth at the Crossroads. New York: Random House, 1966. ($1.95).

HUBER, BOB and JOHN KOKISH. Hispano: The Sleeping Giant. The Denver Post Bonus Denver, Colorado: The Denver Post, May 13, 1969.

JENKINSON, MICHAEL. Tijerina. Paisano Press, 1968.

JOY, CHARLES. Young People of Mexico and Central America. Meredith, 1962.

KARPAS, M. R. Mexican American and Cultural Deprivation. 5500 N. St. Louis Ave., Chicago, Illinois: Karpas, 1964. (Pap. $1.00)

KEPPLE, ELLA HUFF. Master of Mexico. Friendship, 1958.

KOHAN, FRANCES and TRUDA W. Juan's Adventures in Mexico. Noble, 1961.

KRUMGOLD, JOSEPH. And Now Miguel. New York: Crowell, 1953.

LA FARGE, OLIVER. Behind the Mountains. Bostom: Houghton Mifflin Co., 1956.

LANDES, RUTH. Culture in American Education: Anthropological Approaches to Minority and Dominant Groups in the Schools. New York: Willy, 1965.

LANDES, DR. RUTH. Latin Americans of the Southwest. St. Louis: Webster Division, McGraw Hill Book Co., 1965. (pap.)

LARRALDE, ELSA. The Land and People of Mexico. Philadelphia, Lippincott Co., 1950.

LEWIS, OSCAR. The Children of Sanchez: Autobiography of a Mexican Family. Vintage, 1961. (pap. $2.95)

LEWIS, OSCAR. Five Families, Mexican Case Studies in the Culture of Poverty. New York: Basic Books, 1959.

LOPEZ, ENRIQUE, H. "Mexico", American Heritage, April, 1969, Vol. XX No. 3, pp. 4-8 and 74-79.

LUMMIS, CHARLES F. The Land of Poco Tiempo. Albuquerque: University of New Mexico Press, 1966.

MCNEER, MAY and LYND WARD. The Mexican Story. New York: Ariel Books, 1953.

MCWILLIAMS, CAREY. Brothers Under the Skin. Boston: Little, Brown and Co., 1951.

MCWILLIAMS, CAREY. Factories in the Fields. Boston: Little, Brown and Co., 1940.

MCWILLIAMS, CAREY. The Mexicans in America. A Students Guide to Localized History. New York: Teachers College Press, Columbia University, 1968. (pap. $.95).

MCWILLIAMS, CAREY. North from Mexico. New York. J. B. Lippincott Co., 1949.

MADSEN, WILLIAMS Mexican-Americans of South Texas: An Anthropological Study of Mexican Folk Culture in the Rio Grande Valley. New York: Holt, Rinehart and Winston, 1964.

MANUEL, HERSCHEL T. Spanish Speaking Children of the Southwest. Austin, Texas: University of Texas, 1965.

The Mexican American. A Paper Prepared for the U.S. Commission on Civil Rights, 1968.

Mexican Cookbook. By the Editors of Sunset Books and Sunset Magazines. Menlo Park, California: Lane Books, 1970. (Pap.)

MILNE, JEAN. Fiesta Time in Latin America. Los Angeles: The Ward Ritchie Press, 1965.

MORIN, RAUL. Among the Valiant, Mexican Americans in World War II and Korea. Los Angeles: Border Publishing Co., 1963.

NAVA, JULIAN. Mexican Americans Past, Present and Future. New York: American Book Company., 1969.

NORCROSS, FRED. A Supplement To "Teaching English to Speakers of Other Languages". Dexter, New Mexico: Title I ESEA, Dexter Public Library.

ORTEGO, NINA. Old Spain in Our Southwest. New York: Harcourt Brace and Co., 1936

PECK, ANNE MERRIMAN. Southwest Roundup. New York: Dodd, Mead and Co., 1950

PIDAL, RAMON MENENDE. The Spaniards in Their History. New York: W. W. Norton and Co., Inc., 1966. (Pap.)

"The Public Schools and Spanish-Speaking Children," A Research Contribution for Education in Colorado. Denver: Colorado State Department of Education, Vol. III, No. 3, January, 1967.

PUTNAM, HOWARD and GEORGE AND I. SANCHEZ. Materials Related to the Education of Spanish Speaking People in the United States. Austin, Texas: University of Texas, 1959. (Pap. $1.50)

ROBINSON, CECIL. "Spring Water with A Taste of the Land," The American West, Vol. III, No. 3, Summer, 1966.

RUBEL, ARTHUR J. Across the Tracks: Mexican-Americans in a Texas City. Austin: University of Texas, 1966.

SAMORA, JULIAN ed. LA ROSA: Forgotten Americans. South Bend, Indiana: University of Notre Dame Press, 1966.

SANCHEZ, GEORGE. Forgotten People. Albuquerque: University of New Mexico Press, 1940.

The Status of Spanish - Surnamed Citizens in Colorado. Denver: Colorado Commission on Spanish - Surnamed Citizens, 1967.

TARSHIS, ELIZABETH KENT. The Village that Learned to Read. Hale, 1959.

TAYLOR, PAUL S. "Mexican Labor in the United States," University of California Publications in Economics, Vol. VI, 1929-1930. Berkeley: University of California Press, 1931.

TUCK, RUTH D. Not with the Fist: Mexican Americans in a Southwest City. New York: Harcourt Brace and Co., 1946.

VALDES, DANIEL T. and TOM PINO eds. The Hispano Revolt - A Series of Lectures. Denver: University of Denver Press, 1969.

WHITE, AURORA LUCERO. Los Hispanos. Denver: Sage Books, Inc., 1947. (booklet)

ZELAYETA, ELENA EMILIA. Elena's Secrets of Mexican Cooking. Englewood, Cliffs, New Jersey: Prentice Hall, 1958.

Annotated Bibliographies

Hispanic Heritage. Denver Public Library, Denver, Colorado

Hispanic Heritage. Experienced Teacher Fellowship Program, University of Denver, June, 1969.

PART IV

Culminating Activity

A Total Immersion

The preceding unit was developed with the intention of unfolding the Hispano culture in its true perspective--as an integral part of our national heritage. This culture must not be exploited as an exotic facet of Americana.

A culminating activity for this unit was designed to provide total and concentrated immersion in the Hispano culture through simulated experiences in a simulated environment--namely, a fiesta situation in a Hispano village setting. Students, educators, parents, and members of the community will confront the essence of the Hispano culture through intensive involvement encompassing active participation, observation, introspection, interaction and the development of positive attitudes. The most significant aspect of this activity is the fostering of improved human relations through personal contact and mutual understanding.

The basic components of this activity include:

1. A group of 100 to 150 elementary school students who will make up the population of the hypothetical village: El Campo Del Norte (appropriately named for our community, Northglenn).

2. A sensory-stimulating Hispano village setting (a village that contains all the traditional elements) complete with accompanying natural environment. A large open area such as a school's All Purpose Room and adjacent areas such as the stage, courtyard and hallways will be utilized to accomodate professionally prepared props which realistically depict a plaza scene complete with cathedral, shops, sidewalk cafe, homes and scenes of the ecological setting.

3. Pre-selected materials to be utilized and displayed such as, audio-tape recordings, packets of enrichment materials, photographic materials, other visual aids, arts and crafts supplies and creative works previously made by students during the progress of the unit.

The scheduling of experiences and programs for the three days should be handled as a pupil-teacher planning activity. All the events planned should be organized within the framework of authenticity. It would be fun to elect a village mayor and council who would serve as an official committee for the fiesta.

Each class participating in the "total immersion" may reflect on the creative activities that class members developed during the progress of the unit. The class should then select the activities it wishes to share with all the participants in the program. This would involve inter-departmental cooperation so that all subject areas would be represented.

In preparing a schedule of events, time apportionments and groupings should be arranged by the participating teachers to allow for student rotation at the various activity centers.

A suggested outline of daily events follows:

1. All "villagers" participate in a grand promenade into the plaza for a community gathering. The "mayor" will then greet the villagers and issue a proclamation for a village fiesta.

2. All villagers will then disperse to pre-scheduled activity centers where they will work in small groups.

On the first day some students will set up all projects and artifacts prepared during the preceding six-week unit. This would include a historical museum, art gallery and the stocking of "shops" with pottery, textiles, leather-tooled articles, metal work and papier mache products (pinatas, etc.).

3. All students and teachers will be involved in activities that will generate an atmosphere of busy village life. A variety of "shops" and interest areas will be provided so that all may engage in the preparation of all types of presentations that will be shared by all participating in the fiesta. These preparations may be executed according to subject areas, on a rotating basis.

   a. Language Arts - Some groups will rehearse skits, plays and role playing situations selected by the classes. Others will practice and present traveling "street" puppet shows. Various excursions into the Spanish language will be experienced by all. Additional groups will participate in reading selections from literary works and will create original stories and poems to be read aloud or posted on the village bulletin board.

   b. Math - Students may experiment with bartering merchandise. Some may sell their own handcrafted objects.

   c. Art - Students will assume the roles of artisans and will experience and demonstrate the hand labor of Hispano craftsmen. Groups participating in weaving, ceramics, carving metal work, etc. will meet in designated "shops".

   d. Music - Groups will sing folk songs and perform on traditional percussion instruments. A select group will form a mariachi band and will serenade the villagers at regular intervals.

   e. Physical Education - Traditional Hispano games may be exhibited. Folk dances can be practiced and performed.

   f. Civics - The mayor and town council may supervise activities (announce rotation of groups) and may prepare a presentation on the government of a Hispano village. Guest speakers (community resource volunteers) may give lectures on various aspects of the Hispano culture.

g. Home Economics - Students should be given the opportunity to grind corn using a mano and a metate and to "pat" tortillas. Cooking classes can be held covering the range of Mexican food, menu planning and actual food preparation. The construction of traditional clothing may be demonstrated. Some interested students might put on a fashion show of traditional clothing and its adaptation into current fashions. Appropriate Mexican dishes will be prepared and served in the school lunch program by the school's cafeteria staff.

h. Social Studies - Films, slides and filmstrips should be shown at regular intervals during the course of each day.

Guest speakers and performers may be invited to give informative presentations and demonstrations.

All students will have the opportunity to tour the school's museum and art gallery.

Excursions related to this program may be made during these three days to such places of interest as Fort Vasquez, El Centuro Cultural, Denver Museum of Art, International House, the University of Colorado, etc.

Segments of the entire program which deliver the greatest impact should be reserved for the third day and especially for an evening presentation for members of the community.

The evening program might include:

1. A tour of the simulated village and environment.
2. An audio-visual introduction to the program.
3. Dramatic and musical performances by students.
4. Special demonstrations or performances by professionals.
5. Observation of arts and crafts as demonstrated by "village artisans".
6. The enjoyment of a light repast.
7. The distribution of free materials and literature.

Follow-up activities and evaluations are left to the discretion of the participating educators. Sample evaluations of attitudes and amount of knowledge about the culture before and after the unit are included in the appendix of this guide. It is hoped that favorable results are achieved within every individual participating in the program.

Appendix A

THE MEXICAN FLAG

Our neighbor to the south is Mexico. It, like the United States, has a very colorful and interesting flag. This story began many years ago.....long before Columbus discovered the new world.

In Mexico, there were many Indian tribes; one was the Aztec. They dressed in long colorful plumes and robes. The people were strong and handsome with a great dedication to their families and religion.

For ages, the Aztecs had been a nomadic group, but they wanted to settle down in one spot and establish a capital. The search for the right place was long and difficult. One day, they arrived at a most beautiful spot which was a high plateau with mountains that formed a rich and scenic valley. To one side of the valley was a picturesque blue lake. In all of their nomadic existence, never had they seen such a beautiful scene.

The Aztec Chief and the High Priest walked down to the lake shore, and there they were greeted with a most unusual sight. There, on a small island in the lake, was a large eagle perched on a cactus with a long serpent in its talons. The big bird was devouring the helpless snake. The Chief and High Priest looked at the strange sight then began to think and think. After a long time, the Chief raised his hand and said to his people, "This majestic bird on the cactus eating the serpent is an omen from the gods; they want us to settle here in this valley." Work began and soon a great city was built in the middle of the large lake. The Aztecs named their capital TENOCHITLÁN. Today, it is still Mexico's capital but we know it as Mexico City.

Some years later, the Spaniards landed on the shores of the Aztec Nation and a bitter fight took place that resulted in the stubborn defeat of the brave Indians. Many years later, the Mexican people revolted against the Spanish rulers and again, a bloody war was fought, but this time the Mexicans were victorious. Now a national symbol was needed--one that would unify the people. During the administration of Mexico's first ruler, Augustín de Iturbide, the colorful Trigarante came into being.

As you can see, the Mexican flag is green, white and red. In the middle is the eagle and serpent as seen by the Aztecs. The red represents national unity, the white purity and the green liberty. The great bird in the middle represents the great influence the Indians had in building that nation.....and so ends a story that began many, many years ago.

EL CUERPO HUMANO

Español	Inglés	Español	Inglés
cuerpo	body	mejilla	cheek
cabeza	head	pies	feet
ojos	eyes	pie	foot
boca	mouth	cuello	neck
lengua	tongue	mandíbula	jaw
ceja	eyebrow	garganta	throat
dientes	teeth	huesos	bones
labios	lips	piel	skin
párpado	eyelid	hombro	shoulder
barbilla	chin	espalda	back
nariz	nose	higado	liver
pestaña	eyelash	venas	vein
corazon	heart	intestino	intestine
pulmones	lungs	articulaciones	joints
costilla	rib	vejiga	bladder
brazo	arm	músculos	muscles
muñeca	wrist	tendones	tendon
mano	hand	sangre	blood
dedo	finger	cartilago	cartilage
una	nail	sesos	brains
dedo del pie	toe	cranco	skull
dedo pulgar	thumb	talón	heel
pelo	hair	pecho	chest
codo	elbow	pierna	leg
rinones	kidneys	tobillo	ankle
oreja	ear		

ENFERMEDADES

Español	Inglés	Español	Inglés
abceso	abscess	dolor de cabeza	headache
reumatismo	rheumatism	veneno	poison
fiebre	fever	cancer	cancer
sarampion	measles	medicina	medicine
dolor	pain	enfermedad	disease
tos	cough	resfrio	cold
tosferina	hooping-cough	herida	wound
hipo	hiccough	escalofrío	chill
asma	asthma	sarna	itch
pulmonia	pneumonia	embriaguez	intoxication
gota	gout	granos	pimples
llaga	ulcer	Quemadura	burn
anginas	tonsils	hinchazon	swelling
ampolla	blister	pesadilla	nightmare
mordedura	bite	sordo-mudo	deaf-mute

EL VESTIDO

Español	Inglés	Español	Inglés
vestido	dress	falda	skirt
blusa	blouse	cuello	collar
cinturon	belt	sombrero	hat
zapatos	shoes	medias	stockings
puño	cuff	pantalon	trousers
corbata	tie	camisa	shirt
calcetines	socks	guantes	gloves
abrigo	coat	bolsillo	pocket
paraguas	umbrella	ligas	garters
calzoncillos	drawers	delantal	apron
cachucha	cap	traje	suit
pijama	pajamas	sortija	ring
tienda	store	algodón	cotton
almohada	pillow	sabanas	sheet
calzones	bloomers	camiseta	undershirt

LA CASA

recibidor	living room	vaso	glass
comedor	dining room	servilleta	napkin
recámara	bedroom	platon	platter
cocina	kitchen	mesa	table
cuarto de baño	bathroom	silla	chair
segundo piso	second floor	cama	bed
sarten	pan	corbertor	cover
plato	plate	sofa	sofa
taza	cup	alfombra	rug
cuchara	spoon	lampara	lamp
tenedor	fork	toalla	towel

NUMEROS

Español	Inglés	Español	Inglés
uno	one	diez y seis	sixteen
dos	two	diez y siete	seventeen
tres	three	diez y ocho	eighteen
cuatro	four	diez y nueve	nineteen
cinco	five	veinte	twenty
séis	six	treinta	thirty
siete	seven	cuarenta	forty
ocho	eight	cincuenta	fifty
nueve	nine	sesenta	sixty
diez	ten	setenta	seventy
once	eleven	ochenta	eighty
doce	twelve	noventa	ninety
trece	thirteen	cien	hundred
catorce	fourteen	mil	thousand
quince	fifteen	un million	a million

NUMEROS ORDINALES

el primero	the first	el duodecimo	the twelveth
el segundo	the second	el decimotercero	the thirteenth
el tercero	the third	el decimocuatro	the fourteenth
el cuarto	the fourth	el decimoquinto	the fifteenth
el quinto	the fifth	el decimosexto	the sixteenth
el sexto	the sixth	el decimoseptimo	the seventeenth
el septimo	the seventh	el decimoctavo	the eighteenth
el octavo	the eighth	el decimonoveno	the nineteenth
el noveno	the ninth	el vigesimo	the twentieth
el decimo	the tenth	el vigesimo primero	the twenty-first
el undecimo	the eleventh		

COLORES

Español	Inglés	Español	Inglés
blanco	white	anaranjado	orange
azúl	blue	purpura	purple
rojo	red	gris	gray
verde	green	negro	black
amarillo	yellow	cafe	brown
violeta	violet	celeste	lt. blue

DIAS DE LA SEMANA

Domingo	Sunday	Jueves	Thursday
Lunes	Monday	Viernes	Friday
Martes	Tuesday	Sabado	Saturday
Miercoles	Wednesday		

MESES DEL ANO

Enero	January	Julio	July
Febrero	February	Agosto	August
Marzo	March	Septiembre	September
Abril	April	Octoubre	October
Mayo	May	Noviembre	November
Junio	June	Diciembre	December

ESTACIONES DEL ANO

primavera	spring	otoño	autumn
verano	summer	invierno	winter

DIVISIONES DEL TIEMPO

un segundo	a second	un año	a year
un minuto	a minute	un siglo	a century
una hora	an hour	mañana	morning
media hora	half an hour	tarde	noon
un cuatro de hora	1/4 hour	noche	night
un día	a day	media noche	midnight
medio día	half a day	ayer	yesterday
una semana	a week	mañana	tomorrow
un mes	a month		

FAMILIARES

Español	Inglés	Español	Inglés
Padre	Father	Tío	Uncle
Madre	Mother	Tía	Aunt
Abuelo	Grandfather	Sobrino	Nephew
Abuela	Grandmother	Sobrina	Niece
Hijo	Son	Primo, prima	Cousin
Hija	Daughter	Esposa	Wife
Hermano	Brother	Marido	Husband
Hermana	Sister	Padres	Parents
Nieto	Grandchild	Familia	Family

ANIMALES

animal	animal	venado	deer
perro	dog	ganado	cattle
gato	cat	lobo	wolf
caballos	horses	castor	beaver
mulas	mules	puerco	hog
yegua	mare	puerca	sow
toro	bull	pantera	panther
vaca	cow	leopardo	leopard
becerro	calf	buey	ox
novillo	steer	lechon	pig
conejo	rabbit	serpiente	snake
oveja	sheep	caiman	alligator
cabra	goat	abeja	bee
raton	mouse	tortuga	turtle
rata	rat	hormiga	ant
ardilla	squirrel	mosca	fly
mono	monkey	lagarto	lizard
burro	ass	rana	frog
zorra	fox	pulga	flea
oso	bear	guzano	worm
leon	lion	mariposa	butterfly
tigre	tiger	araña	spider
elefante	elephant	mosquito	mosquito
camello	camel	avispa	wasp

NACIONES Y NACIONALIDADES

Español	Inglés	Español	Inglés
Europa	Europe	Chino	Chinese
Turquia	Turkey	Alemania	Germany
Suecia	Sweden	Belgica	Belgium
Suiza	Switzerland	Argentino	Argentine
Rusia	Russia	India	India
Brasil	Brazil	Indu	Hindu
América	America	Americanos	Americans
Inglaterra	England	Africa	Africa
España	Spain	Austriacos	Austrians
Japon	Japan	Arabe	Arab
Italia	Italy	Mexicano	Mexican
Griego	Greek	Inglés	English
Dinamarca	Denmark	Holandes	Dutchman
Irlanda	Ireland	Holanda	Holland
Escosia	Scotland	Chileno	Chilean

CON EL MEDICO

Español	Inglés
Favor de llamar a un medico	Please call a doctor.
Necesito un medico.	I need a doctor.
¿Donde puedo encontrar un medico?	Where can I get a doctor?
Estoy muy enfermo	I am very sick.
¿Que le pasa?	What is the matter?
Tengo un dolor en este brazo	I have a pain on this arm.
¿Puede darme algo para el dolor de muelas? . . .	Can you give me something for a toothache?

MEDICINAS

Español	Ingles	Espanol	Ingles
inyecciones	injections	ampolla	blister
unguento	ointment	alcali	alkali
pildoras	pills	lavativa	enema
bicarbonato	bicarbonate	goma	gum
vaselina	vaseline	emplasto	plaster
yodo	iodine	alcanfor	camphor
algodon	cotton	azufre	sulphor
medicina	medicine	sanguijuela	leeches
vendaje	bandage	cloroformo	chloroform
tónico	tonic	parálisis	paralysis
gota	drop	convulsiones	fits

VOCABULARIO

gordo	fat	alto	tall
flaco	thin	sucio	dirty
espeso	thick	cojo	lame
extrano	strange	cansado	tired
malo	bad	mojado	wet
feo	ugly	seco	dry
ciego	blind	guapo	handsome
pobre	poor	loco	crazy
agrio	sour	pesado	heavy
limpio	clean	joven	young
amargo	bitter	vacio	empty
feliz	happy	grande	big,great
viejo	old	bueno	good
nuevo	new	pequeño	small
enfermo	sick	bobo	foolish

TOWN PLANNING PROCEDURES FOR NEW SPANISH TOWNS IN THE AMERICAS

Item #1: The chosen site shall be on an elevation; healthful; with means of fortification; fertile and with plenty of land for farming and pasturage; fuel and timber; fresh water; a native population; commodiousness; resources and of convenient access and egress. It shall be open to the north wind.

Item #2: In inland towns the main plaza should be in the center of town and of an oblong shape, its length being equal to at least one and one half times its width, as this proportion is the best for festivals in which horses are used and any other celebrations which have to be held.

Item #3: The size of the plaza shall be in proportion to the number of residents, heed being given to the fact that towns of Indians, being new are bound to grow and it is intended that they shall do so. Therefore the plaza is to be planned with reference to the possible growth of the town. It shall not be smaller than two hundred feet wide and three hundred feet long nor larger than eight hundred feet long and three hundred feet wide.

A well proportioned medium size plaza is one six hundred feet long and four hundred feet wide.

Item #4: From the plaza the four principal streets are to diverge, one from the middle of each of its sides and two streets are to meet at each of its corners.

The four corners of the plaza are to face the four points of the compass, because thus the streets diverging from the plaza will not be directly exposed to the four principal winds, which would cause much inconvenience.

Item #5: The whole plaza and the four main streets diverging from it shall have arcades, for these are great convenience for those who resort to trade. The eight streets which run into the plaza at its four corners are to do so freely without being obstructed by the arcades of the plaza. These arcades are to end at the corners in such a way that the sidewalks of the streets can evenly join those of the plaza.

Item #6: In cold climates the streets shall be wide; in hot climates narrow, however for purposes of defense and where horses are kept the streets had better be wide.

Item #7: The other streets laid out consecutively around the plaza are to be so planned that even if the town should increase considerably in size it would meet with no obstruction which might disfigure what had already been built or be a detriment to the defense or convenience of the town.

Item #8: At certain distances in the town, smaller well-proportioned plazas are to be laid out on which the main church, the parish church or monastery shall be built so that the teaching of religious doctrines may be evenly distributed.

Item #9: After the plaza and streets have been laid out building lots are to be designated, in the first place, for the erection of the main church, the parish church or monastery and these are to occupy respectively an entire block so that no other structure can be built next to them excepting such as contribute to their commodiousness or beauty.

Item #10: In inland towns the church is not to be on the plaza, but at a distance from it in a situation where it can stand by itself, separate from other buildings so that it can be seen from all sides...Near by and between it and the main plaza the Royal Council and Town House and Custom-house are to be erected in order to increase its impressiveness but without obstructing it in any way. The hospital of the poor who are ill with non-contagious diseases shall be built facing the north and so planned that it will enjoy a southern exposure.

Item #11: A Common shall be assigned to each town, of adequate size so that even though it should grow greatly there would always be sufficient space for its inhabitants to find recreation and for cattle to pasture without encroaching on private property.

Item #12: The building lots and the structures erected thereon are to be so situated that in the living rooms one can enjoy the air from the south and from the north, which are the best. All town homes are to be so planned that they can serve as a defense or fortress against those who might attempt to create disturbances or occupy the town. Each house is to be constructed that horses and household animals can be kept therein, the courtyards and stockyards being as large as possible to insure health and cleanliness.

Item #13: Settlers are to endeavor, as far as possible, to make all structures uniform, for the sake of the beauty of the town.

NAVAJO RUGS

Weaving a Navajo rug is both an educational and an entertaining project. The Indians evolved their tapestry rugs from stark beginnings. They spun and carded sheep's wool into warp and weft, dyed it with juices from roots and berries, planned their designs from tribal motifs, and wove them on their own handmade looms. The technique is not difficult to master. It is a form of tapestry adapted to the use of coarse wools in the making of rugs and blankets. Weaving to the Navajos was a ritual. We can benefit by learning their thoroughness and care. For individuals or groups, Navajo rug weaving opens an interesting field of tribal design.

DESIGN AND COLOR

Designs for Navajo rug weaving are characterized by borders and simple tribal motifs. Contrasting colors in stripes or angular motifs are woven against backgrounds of plain color. Three methods are used in making these motifs:

1. Horizontal stripes of contrasting colors
2. Vertical stripes
3. Tapestry methods for tribal-motif designs

The colors most often used are rather bright and bold. Gray is the favorite background color for stripes or designs in red, white, and black---strong colors which the Indian loved. In recent years commercialized Navajo rugs have introduced orange, blue, and green but one should use these colors sparingly to reproduce the authentic type.

The simplest Navajo rugs are of a neutral tone with bright bands in good proportions at intervals. Their arrow-weave borders are delightful, formed by two contrasting weft colors twisted together. Bright borders placed at the ends of rugs may have their colors repeated in diamonds forming central motifs. Small spots of color add charm and color on plain grounds. All of these are shown in Figure 1.

When the rug weaver has mastered these simple designs, he may launch out on the weaving of tapestry rugs of more varied design. The three methods at the weaver's disposal are described later.

TEXTURE AND DECORATIVE USE

Genuine Navajo rugs have a firm beautiful all-wool texture. They are heavy, thick, and firm. The rows are firmly beaten and cover the warp completely. Their homespun wool yarn imparts a textural appearance to the surface.

Large Navajo rugs are suitable in living rooms and halls. Their most usual background colors of black and white and gray make them blend well with daily living tones. They also make splendid rugs for cottages or ranch houses. Their durability makes them a welcome addition to boys' rooms and game rooms. Color accents can be added in the designs used to match bright accessories.

MATERIALS

The warp used by the Indians was usually strong, well-twisted, homespun wool, and the filler was wool of a softer, thicker texture. The following materials may be used instead:

Warp: Carpet warp 8/4, 8/3, or 5/3 used double, set at 6 to 8 pairs per inch; or 4/4 cotton warp, or 10/5 linen warp set at 6 to 8 singles per inch; or firmly twisted homespun, 6 to 8 ends per inch.

Weft: Wool is preferable, homespun yarn, medium weight; Germantown doubled or tripled. Substitutes: commercial cotton yarns, such as rug-weave yarn or 3-ply rug yarn.

EQUIPMENT

The Indians used two-shed vertical looms which they constructed themselves. Today, we most often use strong, wide floor looms, either two- or four-harness, threaded for plain weave. A firm, heavy beater is necessary.

DESIGN SUGGESTIONS FOR NAVAJO RUGS

Horizontal Stripes of Contrasting Colors (Fig. 1). Horizontal stripes may be used for the entire design of a Navajo rug or just for borders. Plain wide bands may be used for backgrounds for such motifs as diamonds, birds, stars, etc. In planning designs, it is a good idea to work with crayons and graph paper. In Figure 1 some characteristic Navajo stripe proportions are given. To enlarge them, multiply the dimensions of each part by 2, 3, 4, as desired. Weave the white parts white; the vertically shaded parts, black; the dotted parts, red; the arrows red with white or gray; the horizontal lines, dark gray; the hatched parts, light gray.

Arrow-Weave Border (A to G, Fig. 1). Weave plain weft for the background. Plan the width and color of the border carefully. Choose two contrasting colors, as at A. One of these may be the former background color, or choose a light and dark for the arrow against a medium-tone background. Thread the new ends back into the warp. Open the next shed and, with the hands, slip the two weft strands through. When in the shed, twist them as shown, holding them at the opposite end, B. Beat up the cloth, change sheds, and then twist the strands again and lay them through the next shed, as at C. Pass one end of the two arrow colors around the last warp, and thread back into the same shed, as at D. Cut off the other end flush against the selvage. If strands are twisted in the opposite direction, they form an arrow, as in borders at E; if in the same direction, they form diagonal twill lines, as at F.

Two rows form one complete arrow; but one or more may be added to give the zigzag effects, as at G. Borders are made by repeating either the E or F methods.

Two-Color Transition Border (H, Fig. 1). For a subtle border, often used to act as a transition of softening border line between two colors, simply alternate two different colored wefts as follows.

Weave the first color only for a space.

Add the second color and alternate with the first for transition (see brackets).

Weave the second color only for a space.

Accenting Horizontal Stripes (I and J, Fig. 1). The same proportions given at E, F, and G, for the arrow rows may be used for simple stripes across the rug warp in accenting colors. Plan such stripes as I and J on graph paper. Simple stripes, repeated continuously, are most effective. Rows of arrow may be laid in at intervals between these.

Vertical Stripes and Side Borders (C and G, Fig. 2). To design a Navajo rug with plain center and borders all around, at sides as well as across the ends, use either the dovetailed tapestry method, C, Figure 2, or the inter-locked tapestry method, G. Both of these make it possible to add a border color in vertical columns around the sides. A rug with such a clearly outlined framework may have a simple diamond woven at the center. Borders may be designed with simple repeating motifs as in the rug where a beautiful black and white side border adds charm to the entire rug.

Tapestry Design Methods for Tribal Motifs By the methods of Figure 2, designs of one color can be woven against a background of another color, passing the varying colors back and forth between a certain number of warps. The line of division between the colors is a single warp thread, around which each color weaves, C, D, and E, Figure 2, or two adjacent warp threads around which they reverse, A and B, Figure 2. The result is that the colors overlap each other slightly, giving a fringed effect, or just touch each other at points of change giving a smoother surface.

PLANNING DESIGNS

Plan these on graph paper, letting each warp equal one square. Work without too definite a design after learning the angles of your motifs, starting a triangle and letting it grow. But make the plan of the entire rug definite before starting. See the center diamond in F, Figure 1.

Arrange all the colors of yarn to be used on a table, and make them up into small skeins as for Flossa rugs.

METHODS

Any of the methods shown in Figure 2 are useful for Navajo tapestry rugs. The dovetailed and interlocked types are most common although diagonal tapestry may be used for slanting lines.

Dovetailed Method (C, D, and E, Fig. 2):

First row: Make shed 1 with the odd threads up, threads 1, 3, 5, etc. Weave from left to right, and insert colors where planned. Weave all ends in the same direction, starting with the end at the extreme left, and move right.

Second row: Make shed 2 with the even threads up, such as 2, 4, 6, etc. Reverse the wefts around the thread counted out on your plan. Take the threads in the same order, weave from right to left, stopping at the warp planned, where the design color ends.

Weft threads pass around warps only and do not interlock with each other.

Third row: Make shed 1. Weave threads in order, following method of first row.

Interlocking Weft Threads (F and G, Fig. 2). In this method, two adjacent weft threads interlock each other in between the same two warp threads. Otherwise the process is the same as the method above. Follow the same tabby succession in and out of warp threads as if weaving with one color only.

Diagonal Tapestry:

1. Weaving a Moderate Angle (B, Fig. 2). In this method, one of two adjacent weft threads gets wider in each successive row as it crosses over one more warp thread, while the weft thread next to it gets narrower as it crosses over one less warp thread. Overlapping is not necessary as the warp additions between rows hold the fabric together.

2. Weaving a More Abrupt Angle, at About 52 Degrees (D, Fig. 2). In this method, each weft color goes over the same number of warp threads twice before it adds or subtracts another warp thread. Start weaving on the first shed, with odd threads up. Weave four rows with the adjacent weft colors lapping over the warp thread that is common to both. On the fifth row, add a warp thread to one of the wefts, such as the weft on the left side. Follow this in the next row by subtracting a warp thread for the weft on the right side. Now weave around the two newly established warp threads for four rows. Continue weaving thus. Adjacent colors do not interlock.

A SAMPLE NAVAJO RUG

A small Navajo rug makes a wonderful mat for a table or a colorful hanging on the wall. For the first project, make a bright-red mat for a boy's room or a library. This will measure 18 by 24 in. Just to give an original touch, reverse the colors of large rugs and use a bright red for a background with borders white and two shades of gray, black accents, and a touch of soft earth brown at the center.

Here are the directions. Follow exactly for an attractive border effect. Colors are marked: Red (R), White (W), Black (B), Light Gray (LG), Dark Gray (DG), and Brown (Br).

WARP PLAN

Warp: Medium homespun yarn set at 8 threads per inch; or carpet warp 8/4, 8/3, or 5/3 set at 8 pairs per inch

Weft: Germantown, doubled or tripled; or wool rug yarn

Threading: Plain weave

WEAVING PLAN

Rug measures 20 by 30 in.

Rug End: Leave 4 in. of warp for fringe; then weave 2½ in. red, plain weave.

Entire Border: 5 to 7 in.
Transition band: 1W, 1R, 1W, 1R, 2W, 2R. An arrow with a heavy black and light gray twisted (A, Figure 1)

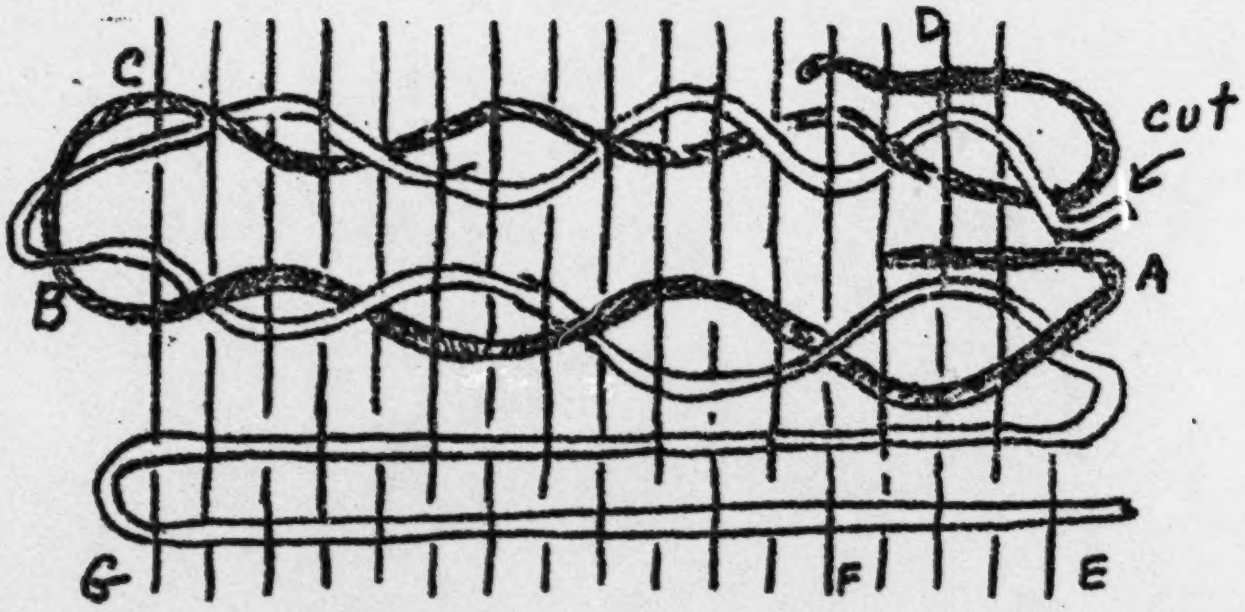
Border proper: 8W, 8LG, 8DG, 8B, 8Br, 4W, 2R, 2W, 2R, 2W, 2R, 4W, 8BR, 8B, 8DG, 8LG, 8W. An arrow, same as first arrow

Transition band: 2R, 2W, 1R, 1W, 1R, 1W

Rug Center: 12-in. plain red. At the middle of the red center, measuring 12 in. long, weave a diamond motif as in the preceding directions, diagonal tapestry, F, Figure 1).

Border: Same as the first border, 5 to 7 in.

Rug End: 2½ in. plain red. Leave 4 in. of warp for the fringe. Remove from loom. Tie the fringe at the ends.



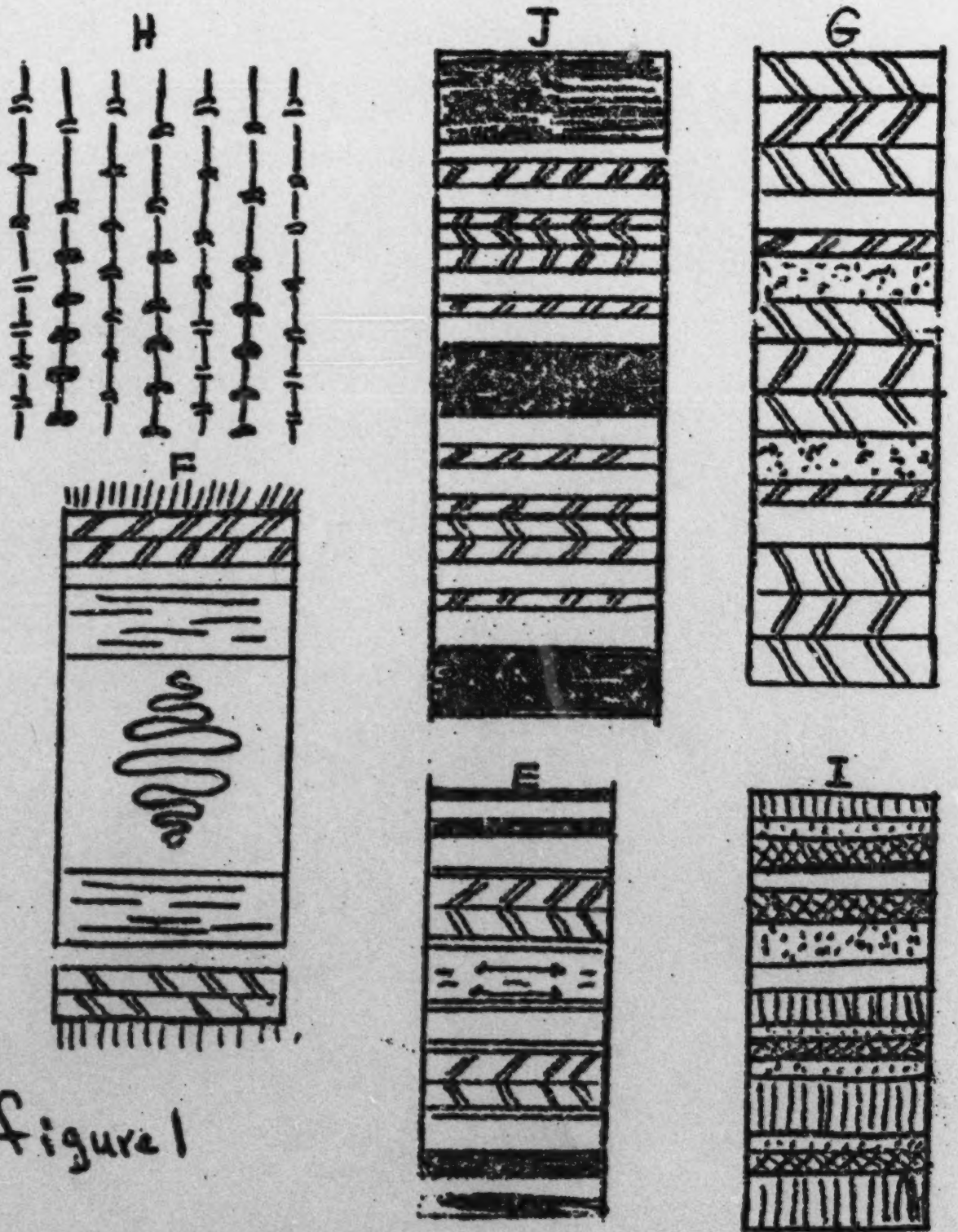
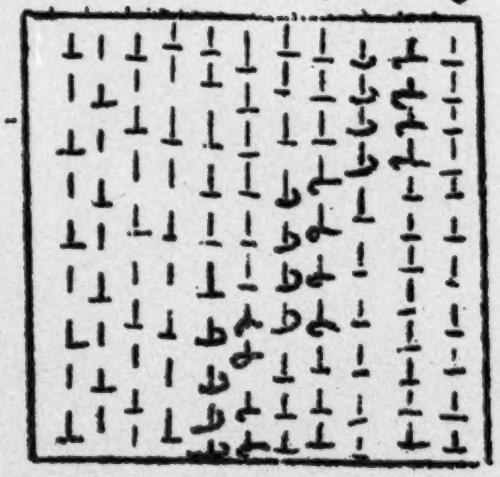
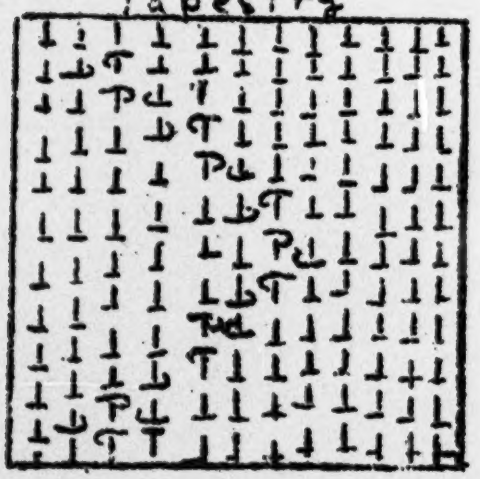


figure 1

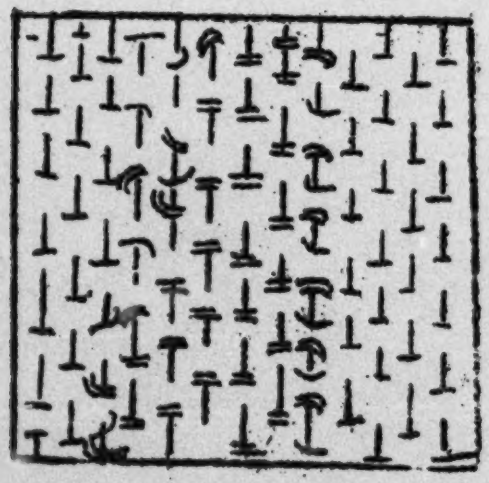
A. Slit Tapestry



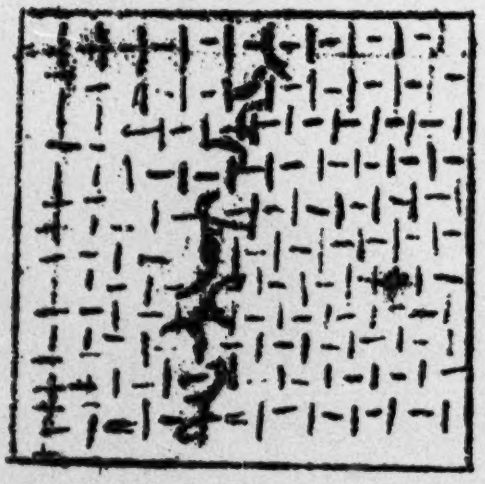
B. Diagonal Tapestry



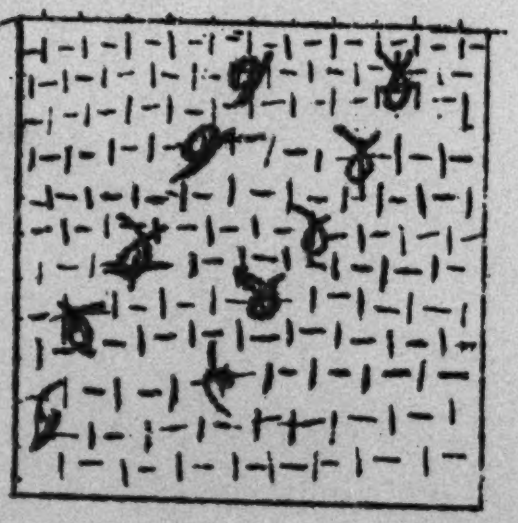
D. Dovetailed



E. Dovetailed



F. INTERLOCKED



G. INTERLOCKED

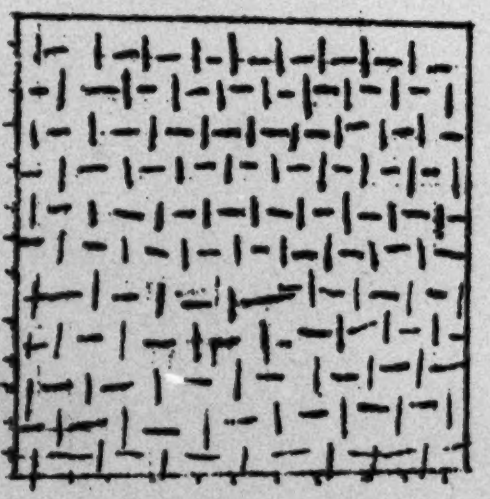


figure 2